

DOCUMENT RESUME

ED 168 465

IR 006 915

AUTHOR Bob, Murray L.; And Others
 TITLE Regional Intertype Library Cooperation in Windham and Tolland Counties, Connecticut: A Survey and Plan Prepared for the Governing Board of Cooperating Library Service Unit Three.
 INSTITUTION Eastern Connecticut Library Association, Willimantic.
 PUB DATE 1 Aug 78
 NOTE 295p.
 EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
 DESCRIPTORS Academic Libraries; Library Administration; *Library Cooperation; *Library Planning; *Library Services; Public Libraries; Regional Programs; School Libraries; State Libraries; Statewide Planning; Use Studies

ABSTRACT

A brief overview of this survey and plan for library cooperation is provided by a summary of key recommendations based on the identification of major needs, plus interviews, statistical analysis, materials checklists, and questionnaires. Priorities are indicated by grouping these recommendations in 10 phases. The main body of the report provides background information; discussion of relevant national trends; the history of local and state library cooperation; statistics on libraries in the two counties; results of surveys--questionnaires sent to library users and to library directors, telephone and in-person interviews, and a materials questionnaire sent to each library; a summary of needs as perceived by users and directors; a plan for regional library services; and general observations on the study. Appendices include footnotes, copies of the questionnaires used, acronyms, an organizational chart, separate lists of persons interviewed and those who attended meetings, and a bibliography. (JVP)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED168466

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

REGIONAL INTERTYPE LIBRARY COOPERATION
IN WINDHAM AND TOLLAND COUNTIES,
CONNECTICUT: A SURVEY AND PLAN
PREPARED FOR THE GOVERNING BOARD OF
COOPERATING LIBRARY SERVICE UNIT THREE

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

Murray L. Bob

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM."

Murray L. Bob, Survey Director
Harrison White, Survey Associate
Patricia White, Survey Associate

August 1, 1978

IR 006915-

A thoroughly new and original
work would be one which
familiarized us with long-established
truths.

-- Luc de Clapiers, Marquis de
Vauvenargues, 1746

TABLE OF CONTENTS

Letter of Transmittal	
Acknowledgments	
1. Summary of Recommendations.....	S1 - S5
2. Introduction.....	1
3. Background: The Economy, Occupations, Education and Population.....	8
4. National Trends Which May Impact on Cooperating Library Service Unit Three (CLSU3).....	23
5. History and Description of Library Cooperation in the State and Region.....	24
A. State Library and the Division of Library Development.....	25
B. Cooperating Library Service Units.....	29
C. Eastern Connecticut Library Association.....	34
D. Cooperating Library Service Unit Three.....	35
E. Other Regional Library Services in CLSU3	
1.) History of the Willimantic Library Service Center.....	37
2.) Other Cooperative Ventures: NARES - Project Connect, Law Libraries in Windham/Tolland Counties, Correctional Center Library Service, Special/Medical Libraries.....	40
6. Libraries of Windham and Tolland Counties - Statistics...	46
A. Public Libraries.....	47
B. School Libraries.....	58
C. Academic Libraries.....	66
7. Surveys, Interviews, and Materials Checklists	
A. Library User Questionnaire.....	73
B. Library Directors' Questionnaire.....	108
C. Post-Script to Users' and Directors' Questionnaire.....	126
D. Interviews: Telephone and In-Person.....	131
E. Materials Questionnaire: Reference, Periodicals, Notable Books.....	140
8. Summary of Needs as Perceived by Library Directors and Library Users.....	146

9. A Plan for Library Service in CLSU3.....	149
A. Planning Premises.....	150
B. Organization and Structure.....	159
C. A Chart of Phased-In Activities to Meet Identified Major Needs in CLSU3.....	167
1.) Recommended Time Schedule.....	170
2.) Explanation of Time Schedule.....	174
D. Comments and Recommendations on Key Topics of the Plan.....	180
1.) Governance.....	181
2.) Funding.....	183
3.) Communications.....	192
4.) Outreach Services: Two Possibilities.....	195
5.) Reference Service, Interlibrary Loan, and Union Catalogs.....	203
6.) Consultant Services.....	218
a.) Children's Services.....	222
7.) Film and Audiovisual Services in CLSU3.....	224
8.) Centralized Processing.....	231
9.) Programs in the Library.....	237
10.) Space Problems.....	238
11.) Automated Services.....	240
12.) Evaluation.....	242
13.) New Directions.....	243
10. General Observations on the Study.....	246
11. Appendices.....	248
A. Footnotes	
B. Sample of User Questionnaire	
C. Sample of Directors' Questionnaire	
D. Sample of School Statistics Questionnaire	
E. Sample of Materials Checklists	
F. Acronyms and Abbreviations	
G. Organizational Chart of the State Library	
H. Bibliography	
I. People Interviewed In-Person or by Telephone	
J. Meetings Held and Persons Attending	
K. Errata	

LETTER OF TRANSMITTAL

66 Andrews Avenue
Jamestown
New York 14701
(716) 484-7135 - office
(716) 484-0978 - home
August 1, 1978

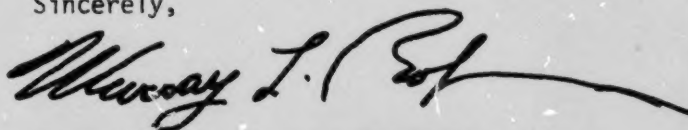
Mrs. Jody Newmyer
Chairperson, Governing Board
Cooperating Library Service Unit 3
J. Eugene Smith Library
Eastern Connecticut State College
Willimantic
Connecticut 06226

Dear Jody,

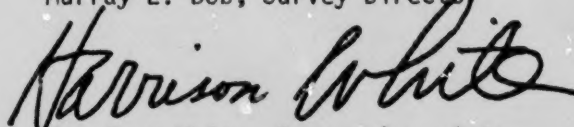
We take pleasure in enclosing the report of our Survey and Plan for Cooperating Library Service Unit 3. It represents work done from December 1977 through July 1978, and we hope it is of value to you in planning for library service in Windham and Tolland Counties.

Again, we would like to say how much we enjoyed working with you, the Governing Board of CLSU3, and the many people we met in the area.

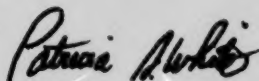
Sincerely,



Murray L. Bob, Survey Director



Harrison White, Survey Associate



Patricia White, Survey Associate

ACKNOWLEDGEMENTS

In addition to the many state and regional people who provided necessary information, we must acknowledge others who helped with data assemblage, critical reading of portions of the manuscript, and manuscript production.

These people include (in alphabetical order):

Mrs. Jeanne Anderson -- Typing

Mrs. Angelo Anzideo -- Data Tabulation

Mr. Clifford Bob -- Typing

Miss Sylvia Lee -- Reading manuscript sections

Miss Catherine Way -- Reading manuscript sections

SUMMARY OF RECOMMENDATIONS

For those who wish a brief overview of the report, the following are the key recommendations. Fuller discussion, of course, is found in the body of the report.

RECOMMENDATIONS

Based on the identification of major needs, plus interviews, statistical analysis, materials checklists, and questionnaires, the following recommendations are made. They are ranked within groups or phases. Phase I activities seem more important to do before Phase II activities, and Phase II before Phase III, etc. Within each phase, however, we believe that each of the activities should be worked on concurrently. Therefore the activities or recommendations within each phase are not in order of importance.

The background for our recommendations, as well as the planning premises, is contained in the report under the sections "A Plan for Library Service in Cooperating Library Service Unit Three", and "Planning Premises."

PHASE I RECOMMENDATIONS:

- * Merger of Cooperating Library Service Unit 3 with the Willimantic Library Service Center to form the Windham-Tolland Library Cooperative.
- * Initiation of books-by-mail service.
- * Start-up and continuance of regional newsletter and public relations projects.
- * Initiation of expanded schedule of workshops and training sessions for area libraries.
- * Development of planned, scheduled expansion of children's services and programming.

PHASE II RECOMMENDATIONS:

Continue the preceding and add the following:

- * Coordination and revamping of delivery services in the area as necessary.
- * Expansion of existing regional reference service: more hours, additional training sessions, reference promotion.
- * Develop non-fiction union catalog.
- * Expand sources of 16mm film and phonorecords.
- * Develop sources of grants application information through the reference service.

PHASE III RECOMMENDATIONS:

Continue the preceding and add the following:

- * Retain services of audiovisual consultant for the region.
- * Issuance of standard lists of basic library materials for purchase by area libraries.
- * Develop procedures for group purchasing of library materials.
- * Develop regional union list of periodicals.
- * Compile and distribute evaluative list of library suppliers.

PHASE IV RECOMMENDATIONS:

Continue the preceding and add the following:

- * Investigate extension of data base searches to additional libraries on contract.
- * Initiate development of periodicals microform central resource.
- * Compile and distribute resources directory of area library collections.
- * Designation of backup materials resource centers for the region.
- * Start planned series of program activities for libraries of all types; patrons of all ages.

PHASE V RECOMMENDATIONS:

Continue the preceding and add the following:

- * Investigate regional and commercial sources of centralized processing.
- * Initiate building consultant service to work on space problems of area libraries.
- * Initiate service exchanges with other CLSU regions.
- * Start up bookmobile service as part of outreach effort.
- * Develop "continuing education scholarship program" for area library staff.

PHASE VI RECOMMENDATIONS:

Continue the preceding and add the following:

- * Evaluation of the activities, programs, services, and personnel from Phases I - V to determine what should be kept, changed, deleted, or added.

PHASES VII - X RECOMMENDATIONS:

Continue the preceding as indicated, and consider the following, after the thorough evaluation conducted during Phase VI:

- * Participation in area cablevision networks.
- * Integration of additional area libraries into statewide automation projects as appropriate.
 - * Develop loan service of educational games, toys, and equipment.
 - * Offer public courses in library and information use skills.
 - * Investigate suitability of additional video formats: videocassettes and disks.
- * Initiate or contract for centralized processing as appropriate.
- * Develop program of "libraries in the workplace."
- * Start radio reading service for the blind and physically handicapped.
- * Participate in area information and referral services.

INTRODUCTION

The Consultants wish to acknowledge their sincere gratitude to the members of the Governing Board of Cooperating Library Service Unit 3 (CLSU3) and to innumerable Directors and other staff members of the academic, school, public, and special/medical libraries of Windham and Tolland Counties, as well as to many state library officials who gave so unstintingly of their time. Their patience with the Survey Team was boundless, their good-will and cooperation beyond belief. The Appendix lists the names of people with whom we had formal contacts: interviews, calls, correspondence. What it does not and cannot say is how many times we had to lean on them for assistance. The generosity of spirit and willingness of the library community to share and gather information and ideas augurs well for the development of multitype library systems -- the "second library revolution" of the mid-twentieth century.

Indeed, it is the Consultants' considered belief that just as single-type systems were characteristic of progressive library development in the 50's and 60's, multitypes are so now. We are most pleased to have been involved at the beginning of state aid for multitype regional systems in Connecticut.

The opportunity carries with it certain unavoidable risks. To predict the future of an organization newly born would tax the powers of a prophet, much less a planner. An entirely new legal, financial, and conceptual framework is emerging--along with an extraordinarily volatile library-

information technology. It would be difficult to conceive of a more complex and inchoate set of circumstances from which to extrapolate.

Windham and Tolland Counties are essentially rural and traditional. Yet, they now have grafted on to them a Twenty-First Century library structure. At first glance, it would seem an impossible amalgam. Our feeling, however, is that there are more possibilities than problems. For it is feasible to skip stages of development...and precisely because there were no single-type regional library systems in existence before the advent of multi-type CLSU's, it may be easier to devise and organize the latter. The seeming paradox is dissolved if one reflects that had there been public or academic or school library systems, each might, understandably, be zealous to protect its prerogatives and privileges and fearful that any new structure might diminish them.

Just because Connecticut is relatively new to library system development, it may proceed more expeditiously than states which were involved earlier. This is not to say that positive outcomes are guaranteed. The result will depend on the intelligence and intensity with which the struggle is waged to make regional service an important and continuing part of the library scene - and struggle it will and must be. But the challenge of providing the people of Connecticut with access to the quality and quantity of information they require to cope with today's protean environment is very definitely a game worth the playing.

The design of a structure of cooperation in Windham and Tolland Counties adequate to provide library and information service on a level with the times is our particular concern. We began by trying to determine what resources were available. In the case of public libraries, statistical and descriptive materials were fairly readily available. In other cases, notably school libraries, they had to be gathered. There is a job here that still needs doing--by the State Department of Education. Without a basis of knowledge of what is now being done in school libraries, it will be impossible to determine what still needs doing.

We next tried to determine what patrons wanted or thought they wanted from libraries, and endeavored to match this against data about how and for what purpose the same people in fact used libraries. The User Questionnaire (UQ) was intended to elicit information both about client use of and opinions about libraries, and to compare the two. The Directors' Questionnaire (DQ) was designed, in part at least, to determine in what measure the perceptions of library administrators about their service matched the public perception of the same service. In the case of both questionnaires, prospective as well as present status inquiries were raised. In addition, the DQ was intended to elicit information about the kinds of cooperative endeavors in which libraries are currently engaged, as well as ideas for future regional activities beneficial to libraries or directly to their users. The DQ was more futurist than the UQ. Our feeling was that the library community, having been exposed to some of the new technology and concepts, either through direct experience,

discussion, or reading, could better offer suggestions for future development because of greater awareness of what was possible.

Besides the questionnaires, many open-ended interviews were conducted to provide the Surveyors with ideas, feelings, and comments which did not fit into the narrow confines of a survey instrument. Beyond that, the professional literature was researched in general and as it related to the state and the region.

Measurements were made against nationally accepted standards and state averages of service and resources. Quick checks were done of collection quality, range, and currency as a further indicator of the public and the profession's perception of library service adequacy. In some instances, too, we were able to compare current institution statistics with those of recent years. Finally, we measured public libraries in Windham and Tolland Counties against public libraries in two rural counties in New York State-- of which more later. Our hope was that empirical data would correct theoretical speculation; but we were neither limited by the first, nor did we abjure the second. Nor are we statistical fetishists. We are aware that numerical data and quantitative standards are often of dubious value and may look more factual than they really are, and we have had experience with hard data that turned out, upon analysis, to be "squeezably soft". Still, we recognize the irremediable need for statistical benchmarks. And we know that interviews, while fascinating and necessary, need to be corrected by quantifiable data, just as the latter needs to be informed and enriched by thought, judgment, and theory. Neither induction nor deduction alone suffice; both are necessary.

Since we investigated in several directions, we were not dependent of any one source or kind of information for notions as to the status quo or hopes for the future. Each kind of inquiry has its own limitations. None by itself suffices. Use of several kinds of inquiry aids construction of a "model" that would be impossible to build using only one or two lines of inquiry.

Two methodological caveats: First--we are not "strict constructionists" where causality is concerned. Heisenberg's "uncertainty principle" removed the possibility of rigidity in this regard, replacing determinism by probability. We do not insist that "A" is the cause of "B". Second--we view planning as more of a process than a program. Of course, we offer a program of what we believe are achievable goals and time-frames in which to meet them. But experience makes us aware that intelligence is largely the ability to adapt to changing circumstances, to seize unforeseen opportunities as they occur, and occasionally to forego cherished dreams. We spend three-quarters of our lives, Diderot wryly reflected, planning what we never do and doing what we never planned. There should be targets and goals, but precisely when they can be realized and how they may be modified (which is not necessarily the same as "comprised") in order to be realized at all is something that must be left to the people on the firing line at the time. Thus, our hope is that the plan is taken seriously--but not rigidly. A plan is merely a tool and as such must be used with intelligence to achieve useful results. And like any tool it must be occasionally tested, sharpened, adjusted, and maintained. An intellectual tool needs continuous updating, as Samuel Johnson noted about friendship,

to be kept in constant repair. In short, if this is to be a living document, it will have to be interpreted, modified, enlarged, and adapted as necessary.

A few other disclaimers: Authorization of funding for CLSU's has opened up a set of questions relating to who receives and who disburses monies. Nor are these necessarily only bookkeeping questions; they may have important policy and governance implications. Our point is that these are only now being clarified. Such questions, some of which may be legal, we cannot pretend to have the knowledge to deal with.

In addition, it needs to be said that Connecticut's experience with CLSU's is a very brief one and the interface of state supported regional groupings with the state library in general and with the Willimantic Library Service Center (WLSC) in particular is a delicate and intricate matter which we cannot dwell on at great length but which will have to be resolved shortly for development to proceed and for CLSU member libraries and their public to be well served. We have an opinion about the matter which we will very briefly state here: It is our conviction that it is possible and in fact desirable (for both the state and the region) for wholly or virtually wholly state supported regional entities to be governed locally, i.e. by a regional governing body. Locally governed cooperative regional public library systems, almost entirely state supported, have flourished for twenty years or so in New York State. And 3R's systems (regional consortia of academic, special, and public libraries; also virtually entirely state supported) have withstood a twelve year test of time in New York State. Since the Consultant team has had considerable

experience with both types of systems, we know that it is possible for state supported regionals to exist. What we are indicating here is that it is not a matter of clarifying the respective missions of WLSC and CLSU; the task is rather one of merging them under common regional governance, which governance itself would be subject to general state regulation.

Perhaps this is an appropriate place to indicate that whatever knowledge we bring to bear on the problem of formation of a cooperative structure is primarily practical knowledge. We have helped form and have administered cooperative systems. The Survey Team head has, for fifteen years, been Director of a 33 member public library system in a largely rural, relatively poor, fairly conservative, two-county system extraordinarily similar with respect to population size and other characteristics to Windham and Tolland Counties. Our feeling for what is possible in the Windham/Tolland counties area, then, is derived less from theoretical considerations than it is from relevant, practical experience. This may explain, too, why we are not reluctant to go "beyond the data", and share our experience.

We hope this document will stimulate a continuing dialogue about the myriad issues touched on. The Plan is to be regarded less as a "finished" product than as an exercise in heuristics meant to stimulate the regional leadership to seek out for itself practical, useful, solutions.

BACKGROUND: THE ECONOMY, OCCUPATIONS, EDUCATION AND POPULATION

DATA COLLECTION AND BACKGROUND

Cooperating Library Service Unit 3 includes both Tolland and Windham counties in the Northeast section of Connecticut. CLSU3 is one of six such groupings in the state.

The use of county boundaries presents both problems and opportunities for data gathering. Much federal census data is grouped by county. But within Connecticut, virtually all useful background information is grouped by planning regions. Within the two county area of CLSU3 there are three planning regions, only one of which is totally within the area of concern. These planning regions are: the Northeastern Connecticut Regional Planning Agency (NECRPA: towns of Brooklyn, Canterbury, Eastford, Killingly, Plainfield, Pomfret, Putnam, Sterling, Thompson, and Woodstock - all towns in CLSU3); the Windham Regional Planning Agency (WRPA: includes towns of Ashford, Chaplin, Columbia, Coventry, Hampton, Mansfield, Scotland, Willington, Windham, and the city of Willimantic in CLSU3); and the Capital Regional Planning Commission (CRPC: includes towns of Andover, Bolton, Ellington, Hebron, Somers, Tolland, and Vernon in CLSU3). The towns of Stafford and Union are at present unaffiliated with planning regions. Some of the data for CLSU3, then, is pulled from the separate planning regions and put together as a composite.

The major sources of data for this background section were Federal census materials, various studies done by the planning agencies of the three regions, and population estimates of the Connecticut State Department of Health and the Department of Planning and Energy Policy.

GEOGRAPHICAL AREA

Windham and Tolland Counties, which comprise CLSU3, include about 941 square miles and have a 1977 estimated population of about 203,000 people. Much of the area is open countryside, some wooded. Several ranges of hills run north-south through the area.

THE REGIONAL ECONOMY

The economy of the CLSU3 area mirrors in many ways the problems and prospects of the Connecticut economy in general. It is a mixture of manufacturing and non-manufacturing, with a variety of occupations and workplaces.

The early history of the area, like many places in New England, saw the development of the textile industry and agriculture, two areas of declining importance today for the state. The recent history of the Connecticut economy has seen non-manufacturing employment increasing at a faster rate than manufacturing employment, and a slight but general drop

in the rate of unemployment. Statewide, the major trends are as follows:

PROJECTED OCCUPATIONAL/EMPLOYMENT¹
LEVELS IN CONNECTICUT THROUGH 1985

<u>Area</u>	<u>Increase</u>	<u>or</u>	<u>Decrease</u>
agriculture			x
manufacturing			x (esp. textiles)
wholesale/retail trade	x		
finance	x		
services	x		
<u>total employment</u>	x (est. 10.3%)		

Furthermore, certain industries are tabbed as showing greatest potential for increase or decrease. These industries are:

FASTEST GROWING INDUSTRIES IN CONNECTICUT²
THROUGH 1985

medical	food/dairy stores
eating/drinking	banking
misc. business services	misc. retail stores
local public administration	fabricated metals
legal services	general merchandise

FASTEST DECLINING INDUSTRIES IN CONNECTICUT³
THROUGH 1985

educational services (teachers)	private household help
textiles	misc. manufacturing
agricultural production	food products
primary metals	leather products
electrical machinery	lumber/wood products

Although agricultural production may be of declining importance statewide, it is still a major factor in CLSU3. Twenty-one of the twenty-eight towns in the two county area still list agriculture as a principal industry, according to the 1977 Connecticut Register and Manual. But many residents commute out of the area to jobs, and the trend does seem to be away from agriculture as the principal industry, especially in the northeastern section of CLSU3. Much of the manufacturing in the region is concentrated in this area.

The economy of the CLSU3 region is also subject to the fluctuations of the national and state unemployment picture. A recent comparison shows the following:

UNEMPLOYMENT RATES⁴

<u>Area</u>	<u>June 1977</u>	<u>June 1976</u>
Willimantic Labor Market	5.5%	7.0%
Danielson " "	8.2%	9.4%
Hartford " "	7.2%	8.9%
Connecticut " "	7.5%	9.7%
U.S. Total	7.5%	8.0%

(Note: data from all three labor market areas are necessary to get the full picture for CLSU3.)

The rate remained highest the longest in the Danielson area, the location of most manufacturing activity. Such areas frequently are among the first to show the effects of an economic downturn and the longest to be so affected.⁵

Taken as a whole, then, the "regional economy" of CLSU3 shows the following:

1. A gradual decrease in manufacturing as a percentage of employment, due to a decline in actual manufacturing jobs and to an increase in service jobs. (The rise of the University of Connecticut as the area's single largest employer has helped to change completely the industrial structure in a short time.)⁶
2. A regional rate of unemployment slightly lower than that of the state of the U.S. (This is deceptive, however, since there is a much higher rate in the Danielson labor market, and a much lower one in the Willimantic labor market.)
3. A higher incidence of agriculture as a principal industry than in the state as a whole.

POPULATION ESTIMATES

Population projections often differ widely, and one person's educated guess is another person's wildly inaccurate prediction. We have combined the Federal census figures for 1970, the 1977 estimates of the Connecticut Department of Health, projections of the Department of Planning and Energy Policy, and estimates of regional planning agencies to arrive at

figures for the region through the year 2000. This provides at least some indicators for the recommended twenty-year planning period (i.e., roughly 1978 - 2000).

There are criticisms which can be made of this method. Among them:

1. The State Health Department estimates have themselves been criticized by some of the planning agencies. For example, the Windham Regional Planning Agency notes that the population of some towns in its region may have been seriously underestimated.⁷
2. The practice of applying past growth rates to future population levels is often unsound. Indeed projections of growth rates of the 1960's would be very inaccurate. Just in the Windham region, for example, the growth rate from 1970 - 76 was estimated at about one-half that of 1960 - 70.⁸

POPULATION ESTIMATES, CLSU3, 1970 - 2000

<u>TOWN</u>	<u>1970*</u>	<u>1977**</u>	<u>1980***</u>	<u>1985</u>	<u>1990</u>	<u>1995</u>	<u>2000</u>
Andover	2,099	2,200	2,300	2,450	2,600	2,750	2,900
Ashford	2,156	2,700	3,000	3,150	3,250	3,400	3,500
Bolton	3,691	3,800	4,100	4,300	4,600	4,800	5,000
Brooklyn	4,965	5,700	6,000	6,300	6,600	7,000	7,300
Canterbury	2,673	3,300	4,000	4,300	4,500	4,750	5,000
Chaplin	1,621	1,700	1,800	1,900	2,000	2,050	2,100
Columbia	3,129	3,400	3,500	3,800	4,000	4,400	4,800
Coventry	8,140	8,600	9,600	10,100	10,600	11,300	12,000
Eastford	922	1,100	1,050	1,100	1,100	1,150	1,150
Ellington	7,707	9,000	9,600	10,200	10,800	11,100	11,400
Hampton	1,129	1,300	1,300	1,350	1,450	1,500	1,600
Hebron	3,815	5,000	5,800	6,400	7,000	7,250	7,500
Killingly	13,573	15,400	17,000	17,800	19,000	20,500	22,000
Mansfield	19,994	19,400	21,500	22,000	22,300	22,700	23,000
Plainfield	11,957	12,400	16,000	16,500	17,000	17,500	18,000
Pomfret	2,529	2,600	2,900	3,050	3,200	3,350	3,500

<u>TOWN</u>	<u>1970</u>	<u>1977</u>	<u>1980</u>	<u>1985</u>	<u>1990</u>	<u>1995</u>	<u>2000</u>
Putnam	8,598	8,900	9,000	9,150	9,300	9,450	9,600
Scotland	1,022	1,000	1,150	1,200	1,300	1,350	1,400
Somers	6,893	7,100	8,000	8,500	9,000	9,500	10,000
Stafford	8,663	10,100	10,500	10,775	10,950	11,225	11,400
Sterling	1,853	1,900	2,100	2,030	2,400	2,500	2,600
Thompson	7,580	8,500	9,000	9,300	9,500	9,800	10,000
Tolland	7,857	9,300	9,400	9,800	10,300	10,800	11,200
Union	443	550	500	525	550	575	600
Vernon	27,237	28,700	30,500	31,500	32,700	34,000	35,000
Willington	3,755	4,200	5,200	5,500	5,800	6,100	6,300
Windham	19,626	20,600	22,000	22,500	23,000	23,400	23,800
Woodstock	4,311	5,500	6,000	6,250	6,500	6,750	7,000
CLSUS	187,938	203,950	222,800	231,730	241,300	250,950	259,650

*From Federal census

**Estimates of Connecticut State Department of Health

***Estimates of Department of Planning and Energy Policy and regional planning agencies for 1980 and beyond.

POSSIBLE CONCLUSIONS FOR COOPERATIVE REGIONAL LIBRARY PROGRAMS

The overall region does show some growth probability, although the estimates here are probably slightly high, especially toward the end of the planning period. In any case, cooperative library endeavors of some type still make sense, even if the population remained static. This is because of the inherent economies and advantages of structured sharing of resources. But a consideration of this should more properly await the discussion of the present service program in CLSU3, as well as librarians' and library users' opinions of current problems and prospects.

AGE STRUCTURE OF THE POPULATION*

The age structure is yet another statistic that might be considered in planning library services. What types of services and materials should be offered, based on the age levels of the service area? For example, in areas where there are large numbers of retired people, libraries should develop special programs to serve such people.

SUMMARY OF AGE STRUCTURE, CLSU3 (1970 CENSUS)

	<u>Population</u>	<u>% Under 18 Years</u>	<u>% 18 to 64 Years</u>	<u>% 65 And Over</u>
Tolland County	103,440	34.6	59.5	5.9
Windham County	84,515	34.4	54.8	10.8
Connecticut	3,031,709	33.7	56.8	9.5
U.S.	203,211,926	34.3	55.9	9.9

This shows the similarity of CLSU3 to both the state and the U.S. in terms of population distribution. The major area of difference is in Tolland County's slightly greater percentage of people 18 to 64 years of age (and lesser percentage of people over 65), probably due to the number of students at the University of Connecticut. Windham County has a slightly higher percentage of persons over 65 than does the state.

EDUCATIONAL LEVELS

The 1970 census shows that Tolland County is slightly higher than the state in educational level (defined as median years of school completed), while Windham County is somewhat lower. Counties are used as the basis for statistics because:

1. CLSU3 comprises Windham and Tolland Counties.
2. The Federal census presents a summary by county.

SELECTED EDUCATIONAL CHARACTERISTICS OF TOLLAND AND WINDHAM COUNTIES

	<u>Persons 14-17 Years of Age: % in School</u>	<u>Persons 25 Years of Age and Over: Median School Years Completed</u>
Tolland County	94.8	12.3
Windham County	95.5	10.9
Connecticut	95.5	12.2
U.S.	92.6	12.1

Actual numbers of people enrolled in all levels of education, up to age 34, are shown in the following chart (1970 Census):

NUMBERS ENROLLED IN SCHOOL FOR
TOLLAND AND WINDHAM COUNTIES (CLSU3)

<u>School Enrollment</u>	<u>Tolland Co.</u>	<u>Windham Co.</u>
Nursery School	738	313
Kindergarten	2,177	1,419
Elementary (1-8 years)	17,242	14,270
High School (1-4 years)	6,528	5,788
College	11,131	3,045
Total, Ages 3-34	37,816	24,835

One further dimension of the educational scene is the large rate of high school drop-outs, particularly in the northeast section of CLSU3, where the rate in 1975 was about 18%. Unemployment levels for such people were also especially high, approaching 40%.

THE UNIVERSITY OF CONNECTICUT IN CLSU3

A special word should be said about the University of Connecticut. It is anomaly in CLSU3, both in terms of library service and in relation to the larger areas of educational levels, population and employment. Owning over \$320,500,000 worth of land, buildings, and equipment, it is by far the largest single employer of the region. The educational levels of its staff help give the town of Mansfield a higher number of median years of school completed than the state average, and of course represent a large part of the town's population.

In terms of library service, it dwarfs any other single library in the region. Indeed, in a consideration of any cooperative library endeavors, it would be difficult to see the University as needing much of anything from the other libraries which are in CLSU3.

INCOME ESTIMATES

As in other areas, the most detailed figures for income estimates in the region are from the Federal census. Despite the fact that this data reflects 1969 income levels, the relative proportions may still be the same. For CLSU3, this data shows the following:

SELECTED CHARACTERISTICS, FAMILY INCOME IN CLSU3

	<u>Median Income (\$)</u>	<u>% Less than Poverty</u>	<u>% \$15,000 or More</u>
Tolland County	\$11,874	4.1	29.1
Windham County	10,075	6.2	19.1
Connecticut	11,811	5.3	31.1

Not surprisingly, Tolland County has a higher median income, less of the population at a lower than poverty level, and a higher percentage of over \$15,000 incomes than does Windham. Tolland is also closer to the statewide position in these areas. (It should be noted that current data shows Connecticut to have the second highest per capita income level in the country.)

MAJOR INDUSTRIES OF THE AREA

The types of business in the area which have significant employment are varied, as the following chart shows. (Towns with no major principal industries are not listed.)

PRINCIPAL INDUSTRIES OF SELECTED TOWNS IN CLSU3

<u>Town</u>	<u>Types of Principal Industries</u>
Andover	small wood and machine shops
Brooklyn	electrical goods
Coventry	manufacture of sutures
Eastford	metal fabricating, horticulture, wood products
Ellington	molded products, packaging, printing
Killingly	yarns, molded rubber products, pins, buttons, paper, curtains, surgical supplies, glass containers, molded circuits, transformer boards, electrical insulation, poron, computer bus bars
Mansfield	University of Connecticut; Mansfield State Training School
Plainfield	manufacture of metal furniture, textiles, vitreous china, chemical products, helicopter assembly parts, rubber products, expanded vinyl, plastics, machine tools and accessories, concrete products, tools and dies, electronic components
Pomfret	manufacture of cable and cable products, frozen food processing, production/distribution of industrial/educational motion pictures

Putnam	manufacture of curtains, boilers, phonograph needles, textiles, thread, buttons, safety equipment, paper, motor pumps, dyeing, textile engraving, chrome plating
Somers	various diversified industry
Stafford	manufacture of textiles, buttons, print goods, paper products
Sterling	poultry/dairy farming, printing, stone quarrying, manufacture of press paper
Thompson	manufacture of furniture, woolen goods, plastic, shoes, candy, plumbing supplies, synthetics, tools and dies, power equipment, rope and corrugated boxes
Union	forestry, manufacture of charcoal
Vernon	anodizing, knitted outerwear, metal surface treatments, communications equipment, envelopes, dyeing and finishing fabric, tape recorders, plastics, tools and dies, woodworking
Willington	manufacture of machined parts, ribbon, electroplating
Windham	manufacture of textiles and thread, electronic parts, screw machine products, fasteners, steel, woven insulation products, paper mill machinery
Woodstock	manufacture of electrical switches, microporous plastics, soaps and toiletries

Agriculture was excluded here because we were concentrating on industries.

The following towns list agriculture as the principal or sole industry:

Ashford, Bolton, Canterbury, Chaplin, Columbia, Ellington, Hampton, Hebron, Scotland, and Tolland. In addition, it is also an important source of employment in several of the more industrialized towns. It should be remembered that many residents of these towns (sometimes as much as three-

quarters of the working population) commute out to work.

To sum up: Such a traditional source of employment as agriculture, while declining, is still of importance to the two county area, which is growing in population. At the same time, the northeast section has seen a growth in manufacturing, the University of Connecticut has led a rise in service jobs, and many people commute out of the area to work.

There are few major anomalies in the over-all age, educational, income or employment profile of the region. On the other hand, the population of Tolland County has fewer retired people, a higher educational level, higher income, fewer school drop-outs and less unemployment than Windham County, probably due more to the location of the University of Connecticut within its borders than to any other single factor.

NATIONAL TRENDS WHICH MAY IMPACT ON CLSU3

Regional library planning does not take place "in vacuo." It must be seen against the national background which may shape the opportunities and problems of the future. There are several national trends which we think may impact on library service in CLSU3, as well as the rest of the nation. These are:

- Near zero-growth birth rates and declining school enrollment over the next decade. While the birth rate apparently rose in this country last year, it is estimated that between 1976 and 1981, there will be school enrollment declines of more than 8%. This works out to a school population shrinkage of almost 4-million children.
- The percentage of college-age enrollees is expected to either decline or remain stationary, although increased numbers of women and minority group member students may keep this from happening and the lifelong education concept may take hold enough to act as a counterforce.
- There may be less emphasis on electives and more on basic skills in education at all levels.
- TV viewing time may be levelling out, with possible beneficial affects for book-reading.
- The trade paperback book is overtaking the hard-cover book. Trade paperbacks are different from mass market paperbacks: they are more expensive and are marketed differently. Will they replace the hard-cover book? Opinions differ. They are less expensive to produce and cost less, but they may lend themselves less easily to the inclusion of certain types*of visual material and are not given the same kind of critical attention as hard-cover books. In any event, more originals will continue to be published in paperback.
- Scholarly monographs may eventually be fed into computers with the scholar able to get a hard-cover copy through on-demand publishing.
- Inflation, unless curbed, may become the greatest inhibitor of real library growth in the area of collections, building, and staff.

- Declining SAT and similar scores may not be so much the result of a lack of reading as of diminished skill in making use of information acquired through reading. In the same way, television may not have lessened reading as such, but reading of imaginative literature. Withal a massive shift by libraries to visual media is unlikely in the next decade; a slow progressive shift will continue.
- The rising cost of retail books and periodicals could generate more library use - if libraries become more convenient to use. If people have to drive a long way to libraries, pay heavy fees, etc., usage may not go up as a result of higher cost of materials. Rising costs of books could also generate more cut-rate and barter bookstores.
- The growing conglomeration of publishing, moviemaking, and TV companies may relegate the book to a role of supplier of raw material to media companies; books that do not lend themselves to these purposes, i.e., serious, scholarly works, may suffer as a consequence.
- Consumption of information is the fastest growing large-scale section of the economy; the variety of media for delivery of same is also growing.

HISTORY AND DESCRIPTION OF LIBRARY COOPERATION IN THE STATE AND REGION:

There are many cooperative ventures already existing in the State of Connecticut, along functional lines, between libraries of the same type and among different types. Indeed, one of the major problems encountered by the survey team was sorting through the maze of existing arrangements. Since part of our task was to develop a plan of structured intertype library cooperation on one region, we had to first examine what already exists. Following is a rundown of the major types of cooperative projects

in which the libraries of CLSU3 participate. We will start at the state level.

THE STATE LIBRARY AND THE DIVISION OF LIBRARY DEVELOPMENT

The State Library has statutory responsibilities for the encouragement, development and promotion of the growth of library services to the people of Connecticut. A gloss of the relevant statutes follows:

Appointment and Duties of Board

1. The State Library Board consists of various state legal and administrative personnel, plus five electors appointed by the governor for terms of five years.
2. The board elects annually a chairman from its members to represent it in certifying such actions as it approves. (The board may designate the state librarian to act as administrative officer.)
3. The board has charge of the state library and supreme court building, and appoints the state librarian and state historian. It also plans for statewide library service, other than school libraries, and for methods to facilitate the most effective use of materials in public, university, professional and industrial libraries. It may also take such action as is

necessary to secure maximum state participation in federal aid for public libraries, for scholarships for students of library science and for cooperative library projects. An interagency library planning committee was established to aid the board in such planning. It represents established agencies or associations concerned with the provision of, or planning for, library services on a regional or statewide basis. The board may also establish standards for principal public libraries and procedures for naming such libraries and periodically review the same. It is allowed various legal powers to carry out its administrative responsibilities.

The State Library as such carries out a wide range of services and programs. Two key areas are the Division of Reader Services and The Division of Library Development. (See organization chart in Appendix.)

The following specific duties have been delegated through the State Librarian to the Division of Library Development:

Programs of Statewide Library Service

The state library board may institute and conduct programs of statewide library service such as:

- 1) a cataloging and processing service to be available to libraries
- 2) the creation and maintenance of current and retrospective union catalogs of books, union lists of serials and similar cooperative listings of library materials

- 3) a program of coordinated acquisitions, storage and deposit of library materials
- 4) the support and encouragement of the transfer, as loans or copies, of library materials between libraries and to nonresident library patrons
- 5) the provision of suitable high-speed communications facilities
- 6) the creation and maintenance of bibliographic and regional reference centers
- 7) the provision of travelling collections of library materials and of book examination centers, and
- 8) the provision of a publicity and public relations service for libraries.

The state librarian gives advice and assistance in the organization, establishment and administration of free public libraries, as well as other help.

A recent responsibility of the State Library is the maintenance of a System of Law Libraries. Such libraries are arranged in a tier system according to the extent of potential use. Tier I libraries are in Hartford, Bridgeport and New Haven. Tier II libraries are in Stamford, Waterbury, and Norwich, and Tier III libraries are in Litchfield, Rockville, Putnam, and Middletown. There is also a Law Library Advisory Committee to advise the state library board on all matters of operating the law library system.

The Connecticut State Library provides professional leadership in encouraging the development of new patterns of providing library services. Consulting services and financial resources are directed towards this end. The Division of Library Development staff participates in planning with established committees, the Connecticut Library Association, and with the Connecticut General Assembly.

Several configurations of library service have emerged, which will be discussed separately later in this report:

1. Library service centers -- materials and service provided by the State of Connecticut in response to local demands and concerns.
2. System for interlibrary loan administered by the Interlibrary Loan Center and available to all libraries in the state.
3. Connecticard -- an attempt to provide equal access to public library service by making a user's local library card valid in most public libraries in the state. A reimbursement policy funded by the Connecticut General Assembly provides monies to those libraries who lend more to out-of-town users than their patrons borrow from other libraries.
4. Connecticar -- a library delivery system that supports the the Connecticard program and the State Library's interlibrary loan program.
5. CLSU's -- A Cooperating Library Service Unit is an organization

of different types of libraries in one of six regions of the state whose purpose is to improve library service through cooperation. Improved library service can come about through coordinated planning, resource-sharing, and the design, on a regional basis, of services too costly or impractical at the local level.

6. An automated library circulation/inventory control system which is about to be initiated for the state library's two library service centers and its Interlibrary Loan Center.
7. Library Line -- a toll-free reference service offered directly to all Connecticut residents.

This completes the brief overview of the legal and operational framework of state library activities. The next cooperative venture to be described is the Cooperating Library Service Unit (CLSU).

COOPERATING LIBRARY SERVICE UNITS (CLSU'S)

A CLSU has been defined as "an organization of different types of libraries in a given area of the state whose purpose is to improve library service through cooperation." Public Act No. 75-363, An Act Concerning Cooperating Library Service Units, reads as follows:

(a) For the purposes of this act, a "library service unit" means an entity providing library and information service from an organized body of recorded knowledge which may be in the form of books, periodicals, audio or video recordings on film, disc or tape; machine-stored information or knowledge preserved in any other recorded form, and which service was created and continues to exist for the purpose of transmitting such knowledge to mankind.

(b) The state library committee shall appoint a fifteen member cooperating library service unit review board, representing special, school, academic and public library interests and existing regional cooperating library service units. Such board shall establish criteria for, and encourage the formation of, a system of regional cooperating library service units and shall report its recommendations annually to the state library committee and the joint standing committee on education of the general assembly. The members of the library service unit review board shall serve without compensation or reimbursement of expenses.

The CLSU Review Board was established in 1975 by the State Library Board. Grants awarded under the CLSU Review Board's Program for the Development of Regional Cooperating Library Service Units were made available with funds received from the State Library under the Library Service and Construction Act (LSCA) (Public Law 91-600, as amended.) The Program was designed to encourage each CLSU to develop projects and programs to improve library/information service particular to the needs and interests of its members. CLSU's receive funding from this Program based on specific proposals.

The CLSU Review Board began by disseminating information about the Program to libraries throughout the state and organized meetings in each of six regions. Formation of the CLSU's was the responsibility of the libraries of each region, although the CLSU had to be formed in accordance

with the criteria established by the Review Board. The criteria included such requirements as:

- *Opening membership in each CLSU to all types of libraries
- *Incorporation of the CLSU as a nonprofit corporation, governed by a board which would receive funding, act as a policy-making body, and adopt by-laws. The By-laws included statements as to aims of the organization, area, and population to be served, provisions for joining and withdrawing from the CLSU, as well as for meetings, composition and selection of the regional governing board, selection and duties of officers, and authorization for the receipt and disbursement of funds.
- *A statement of goals, objectives, plans, needs of proposed programs, together with evidence that they do not duplicate services already provided plus the submission of budget proposals.
- *A Plan of Development which would cover administrative structure, program development, projected sources of funding, and membership expansion, which Plan would be required for a CLSU to qualify for continued funding.

The State Library Board funded the first year of the program with the sum of \$300,000 from the LSCA Project Grants Program. The LSCA Program was an incentive plan to encourage the establishment and growth of cooperating

library service units. The CLSU Review board reserved \$50,000 (of the total \$300,000 of LSCA grant money) for each CLSU region. Three types of grants were possible for a region:

1. Planning - a maximum of \$15,000 available to each region for surveys, needs assessments, evaluations, etc.
2. On-going support of administrative functions, services and programs.
3. Program - funding for programs which could not be fully implemented at the local level and were to benefit an area larger than a single community.

Recognizing the inadequacy of one-time incentive funding, the CLSU Review Board, the regional boards, and the library community generally pressed for permanent state funding of a system of CLSU's. Legislation in various forms and with differing funding levels was developed. What finally emerged in the Spring of 1978 was \$300,000 for CLSU's statewide. The funds are a line item in the State Library's budget, and there is no funding for state library administration of CLSU's. It is our understanding from state level people that funds are apportioned at \$40,000 for each CLSU, and \$60,000 is available statewide upon application through project proposals.

To review the general features of CLSU's:

1. Membership in a CLSU is voluntary.
2. Participation is open to all types of libraries.
3. The state has been divided into six regions and a CLSU organization established in each.

4. Each CLSU must meet the same criteria; but their missions may be (indeed are expected to be) varied to meet the specific needs of their particular area.
5. Oversight of CLSU's is exercised by the CLSU Review Board which is appointed by the state library committee, and is composed of persons representing various library interests. There is no full-time person to act as staff to the Board, visit all regions of the state, encourage the growth of existing cooperative efforts, or serve as a liaison among the regions, thereby facilitating the sharing of programming and organizational experience. Instead, various members of the state library staff have worked part-time in this capacity.
6. The six CLSU regions are drawn along approximate county lines, as follows: Region 1 - Litchfield County; Region 2 - Hartford County; Region 3 - Tolland and Windham Counties; Region 4 - Fairfield County; Region 5 - New Haven and Middlesex Counties; Region 6 - New London County.

Before discussing CLSU3 in detail, however, we should first mention the Eastern Connecticut Library Association (ECLA) in a certain sense the forerunner of CLSU3.

EASTERN CONNECTICUT LIBRARY ASSOCIATION

Incorporated in 1976, the Eastern Connecticut Library Association is composed of area librarians, library staff, libraries and library trustees who pay dues. It has five officers who are elected for two year terms and may not serve more than two successive terms in office. The Association meets monthly at the Willimantic Library Service Center. It is of interest that the statement of purpose of the organization is: working "together cooperatively to increase the facilities and services of area libraries and the State Library Service Center..."

Article VI of the By-Laws states that a 12 member governing board for the CLSU Region 3 shall be elected from the membership of ECLA to serve a single three year term and that the governing board shall be comprised of the Chairperson, the Vice-Chairperson, and Secretary of ECLA, three public, three school, and three academic and special librarians.

When money became available for funding a system of cooperating library service units, ECLA officially stated its willingness to act as such a unit, and began to contact public library, school library, and academic library personnel in the area. A CLSU Governing Board, with representatives from the various types of libraries, was appointed and held its first meeting on July 21, 1977. An application for a \$50,000 LSCA grant for Region 3 was its first official project, with regional reference service its first goal.

A further discussion of ECLA leads to a consideration of CLSU3 proper.

COOPERATING LIBRARY SERVICE UNIT 3 (CLSU3)

CLSU3 is comprised of the twenty-eight towns which make up Windham and Tolland counties. There are thirty-seven public libraries in the area, about 100 school library/media centers, one community college library, two college libraries, one university library, a state library service center, two prison libraries, two hospital libraries, five institutional libraries, three state law collections, one area cooperative (CLSU3), and at least two special libraries: the Rogers Corporation and the Belding Heminway Company.

CURRENT ACTIVITIES OF CLSU REGION 3

The governing board of CLSU Region 3 has three priorities. These are:

1. Continuation and expansion of a regional reference service.
2. To conduct a survey to assess library needs of the area and recommend ways to fill these needs.
3. To begin implementation of the recommendations of the survey.

How is CLSU3 meeting these priorities? ECLA was awarded an LSCA grant for the development of a regional reference service to be housed at the Willimantic Library Service Center and to be run by a professionally trained reference librarian. The service connects all libraries in the two counties to the WLSC by means of a WATS line. An aide was also

indicated in the grant to perform clerical functions. The Survey Team considered it both good and necessary that the reference service was housed in an extant library facility. Given the paucity of funds available, it made excellent sense to build on existing strength. In a more pedestrian vein: the fact that ECLA does not have to pay for quarters, utilities, etc., but simply takes advantage of what is already given is no less commendatory for being an obvious solution to a problem. If one were to cavil, it would be only in terms of the fact that the Service Center did not have a reference collection to speak of and is open only "office hours".

A steady growth in the use of the reference service since it began testifies to its value. "Use" of the service must not be seen in terms of numbers of reference questions alone, nor can the ALA standard ($\frac{1}{2}$ - 1 question per capita) be applied to it. The service is designed to be a "first line" one, that is, it is not a "court of last resort" for only difficult questions. However, this must be evaluated in light of the awareness of and the quality and quantity of reference service provided on the local level. That is, a central reference service will be used and promoted by local librarians no more than local reference service is used and promoted - and as our study indicates later, this has been deficient throughout the region. In order to remedy this, the ECLA reference service must first explain and encourage reference work per se in local libraries before its own usage will be increased. Therefore, the ECLA reference librarian has organized and presented workshops in selected topics in reference work, has built a collection of expensive reference tools at the Willimantic Library Service Center, and has visited libraries

in the region to advance reference service, both ECLA's service and local promotion of reference work. The concept of the library as an information center is almost as foreign to some librarians as it is to the public in this region. Therefore the task of establishing this "bread and butter" service has been well-begun and still has a distance to go.

The present report is the fulfillment of CLSU3's second priority: to assess area needs and suggest a plan of service. It is hoped that the recommendations made in this report will enable CLSU3 to go forward with implementation, which is its third priority.

The major center for cooperative activities within the CLSU3 area up to now has been the Willimantic Library Service Center (WLSC). We now turn to the history and development of that organization.

THE HISTORY OF THE WILLIMANTIC LIBRARY SERVICE CENTER - A REGIONAL SERVICE IN CLSU3

The 1948 Connecticut Library Survey discovered that Connecticut had many serious problems. Major concerns were over small size of collections and low replacement rate, few hours of opening, very low budgets, low salaries, and failure of most libraries to meet regional standards.

To correct some of these problems, in 1950 a Plan for Library Development in Connecticut was developed which recommended an equalization of service throughout the state, state aid to supplement local support, and

*Special thanks should go to Mrs. Barbara van der Lyke, WLSC Director, for her history of WLSC which is the main source for this section. Subjective judgments and interpretations are our own, however.

state assumption of non-local library services. A regional program was suggested, with a library service center in each region. Among the services to be performed for local libraries by the regional service center were:

1. Purchase and distribution of materials
2. Maintenance of a basic back-up collection
3. Organization of a union catalog and arrangement for inter-library loans
4. Provision for consultant advisory service

Although Willimantic was slated to have the first service center, the Middletown Center opened earlier, in 1956. The WLSC was opened in 1961, and formally dedicated in 1962. The enabling statutes are:

Sec. 11-23a. Library service center in Middlesex and Windham-Tolland areas. The state library committee shall maintain a library service center in the Middlesex county area and in the Windham-Tolland county area, to serve the public libraries and public schools in each of said areas. The Board of Directors of each local public library and the Board of Education of each local public school which desires to receive supplementary library services may designate a representative to serve on an advisory board of governors for the library service center in the area wherein is located such public library or public school.

Sec. 11-23b. (Formerly Sec. 10-28). Library service centers for public libraries and public schools. The state library committee may establish and maintain library service centers to provide supplementary books and related library materials and services to public libraries and to public schools.

Two broad areas in which the WLSC worked from the beginning were service to schools and service to public libraries. Service to schools was somewhat hampered from the start by a lack of clarity about the mission of the WLSC with regard to schools. At the state level, the Bureau of Library Services advised on book collections and processing of materials,

but the School Library Supervisor in the Bureau of Elementary and Secondary Education advised on buildings, room arrangements, and personnel. This often made for an awkward situation in dealing with both the state and the school libraries, since jurisdictional difficulties existed at the highest levels. In spite of this, good working relationships apparently developed at the local level, among WLSC, school, and public library personnel. Bulk loans of materials were made to the schools. In recent years there has been a rather stable rate of such loans: about 4,500 volumes per year. Late in 1977 letters were sent to school libraries notifying them of loan procedures. Later this year (1978) consultant visits to schools are scheduled to resume after a hiatus of almost twelve years.

Services to public libraries have included the lending of about 30,000 volumes per year on bulk loan, as well as workshops on such diverse subjects as local history, films, reference, and basic cataloging.

A service of major potential in the center is the last copy repository. This is designed to insure that there is a statewide center for last copies of books from those libraries who choose to submit them. This is a working tool, benefiting libraries who don't want to take up room on their shelves with these titles, but who would like them available within the state. Unfortunately, lack of staff in the past year has made it impossible to maintain the necessary administrative and clerical routines, and work on this program has all but stopped. In its budget request for the next fiscal year, WLSC has requested personnel for reactivating this project.

A further service offered through the WLSC is the Fiction Catalog. A project of the Eastern Connecticut Library Association, this was to

provide volunteer help to file and coordinate the fiction holdings of the eight area public libraries who had contributed a copy of their fiction shelf list to the project. This, plus the computerized fiction list of East Hartford and Manchester-Greenwich made it possible to locate any fiction title in the area by a phone call to the center. The borrowing library then made its own contact with the library which owned the title.

A final note about the WLSC. There is an Advisory Board of Governors for the Service Center to which each library receiving service from the Center may designate a representative who will serve with the head librarian as member.

(We cannot forebear commentary that an "Advisory Board of Governors" is a contradiction in terms. Governors govern and advisors advise; advisors do not govern - and that is a problem in our view. It is a problem in fact and not just in logic for we believe Boards should govern and not just advise. Moreover, whether the Board governs or advises, it can do neither when its size is as large and unwieldy as is this body. Effective representation of all user institutions is better accomplished by rotating membership on a small board, than by involving everyone at every time.)

OTHER COOPERATIVE VENTURES WITHIN CLSU3

In addition to the state and overall regional cooperative projects which we have discussed, there are additional functional projects which we should mention. Among these are the NARES-Project Connect, the area's law libraries, correctional institution library service, and special/medical libraries.

NARES-PROJECT CONNECT*

The Northeast Area Regional Education Services (NARES) is one of six Educational Service Centers in the state which acts as a supplier of services to school districts. Operating on a fee structure which assesses a per capita charge based on school enrollment, NARES provides in-service training, courses of instruction, and use of resource center. Currently, about twelve districts belong, with an enrollment of about 13,000 students.

A service which involves NARES and which is a unique example of a cooperative project in CLSU3 is Project Connect. NARES, Eastern Connecticut State College (ECSC), and the Windham Area Superintendents of Public Schools (WASPS) are linked together to provide media materials, curriculum, and library services to the Windham Area school districts and the member districts of NARES. A materials collection has been developed at the ECSC library and is accessed and delivered to local schools through a van delivery service which connects the two main sources of media: The ECSC and NARES collections.

Totally grant-funded during the first year of operation, Project Connect has a rising scale of local charges per capita in each participating school district as the initial grant declines. In this way the localities are expected to assume the cost of the project over time. School districts may participate in Project Connect even if they are not members of NARES.

*As this report was in final production, the Survey Team learned from State sources that there was doubt that Project Connect would continue.

LAW LIBRARIES IN WINDHAM AND TOLLAND COUNTIES

A further example of existing regional library service is the law library program in the region, part of a system of law libraries operated by the Connecticut State Library. This provides, in accordance with Section 11-19b of the General Statutes of Connecticut, a basic law collection "for use of the courts and citizens of the state." The most complete collections in CLSU3 are at Rockville and Putnam (so-called "Tier III" libraries), but there is also a collection at Willimantic (an "untiered" law library).

Although the collections are open to the public, the majority of use is by legal professionals. It is felt that even if people do know of the existence of the law libraries, they are chary of using them, feeling that they "don't belong there."

These law collections are a specialized but potentially most useful resource. As an example, the Putnam law unit includes general reference, bibliographical assistance, referrals, statute, case, and municipal ordinance searches, and participation in interlibrary loan. All the State Law Libraries are served by Connecticut.

Without interviews with legal professionals in the region, comment cannot be made on that major client group of the law collections. A planned, coordinated law library structure for the professionals of the region might well involve only one regional collection, staffed by a professional law librarian, plus perhaps two or three satellite "reading centers."

It would seem that for the present, law collection activity would continue with the types of activity that have been done at the Putnam center: legal materials workshops, tours of the collection, and in general making its presence known. If a regional cooperative venture were formed, publicity for the law collections along with other regional library services should be included in the overall program of public relations, which is discussed in another place in this report.

Whatever is done for the future of the law collections will of course have to take into account state-wide planning, since these collections are really an arm of the state. It has been indicated that within a year there may be a state study done to determine what directions state planning will take, and the law collections in CLSU3 would be included in this. The situation at present is quite fluid.

CORRECTIONAL CENTER

Library service to Correctional Centers in Connecticut appears to be well-coordinated and well-received, judging by our interview at one facility and reports from another. State law requires that a library must be provided for inmates of these institutions. Materials, such as state statutes and the Yale Law Journal, are provided for each Center's library. State services such as Connecticut and the State film collection, are utilized. The guard/librarian who was interviewed stated that about 80% of the inmates are library users and that they are especially interested

in legal material. Each year this guard/librarian also writes a grant proposal to the State Library for purchase of recreational/supplemental reading. He includes selections of special interest to ethnic or other groups in the Correctional Center. The basic collection is supplemented through the use of interlibrary loan service from the State Library. Inmates help with the selection of the basic collection and one is assigned the job of cataloging the material as it comes in. The main need expressed by this guard/librarian was for more current periodicals of a general nature. Donations are usually outdated and not of much interest to the inmates. They, too, feel a need for more up-to-date information. He is interested in CLSU activity, especially the Reference Service. In general, however, he is satisfied with the support he receives for his library operations from the state.

SPECIAL AND MEDICAL LIBRARIES IN THE REGION

Any discussion of cooperative endeavors in the region should touch on the problems of special and medical libraries. Representatives of each type of library were interviewed.

With regard to special libraries, what interest there is in cooperative ventures seems confined to updated lists of subject specialties within the region. Even here, however, much of the desired outside information already is available from the University of Connecticut at Storrs.

A hospital librarian interviewed seemed satisfied with existing cooperative arrangements, which provided data base searches through the University of Connecticut Health Center at Farmington, union lists from various health/science sources, and relationships with other hospitals. She also commented that her hospital's collection was available for public on-site use.

CONCLUSIONS

This overview of some of the existing cooperative ventures in the region shows how much is already being undertaken. But, at the same time, there seems to be a lack of information among different types of libraries as to what projects are underway with others. Many times we heard, "If only I'd known what library "x" was doing", or "I didn't know that resource or service was available here." For an overview of what library service patterns exist in the region, we turn to our next major section.

LIBRARIES OF WINDHAM AND TOLLAND COUNTIESSTATISTICS

Statistics in libraries should be a tool to be used to the extent it is possible and reasonable to measure what is otherwise unmeasurable - the quality and effectiveness of a library's service.

Performance Measures for Public Libraries, the report of the project on Measurement and Effectiveness of Public Library Service sponsored by the Public Library Association of A.L.A., opens with a good reason for keeping statistics:

"The point has now been reached where traditional arguments for public support of expanded service are not as meaningful as in the past, and do not evoke as strong an emotional response... Such a trend already appears to be emerging as libraries are being forced to compete with other vital public services for revenue sharing funds. Also, the present inflationary spiral has driven costs to unprecedented levels. As a result, budget officials are less and less willing to accept the values of library service on faith alone and are pressing for accountability in terms of performance measures."

This competition for funding becomes more apparent each day on every level. However, the desire to provide the best quality and level of service for the money available, whether that money must be fought for or not, should be the prime consideration of any librarian and trustee, no matter what the size of library. Statistics provide one means of objective measurement of the library's progress year by year compared with its own previous levels of achievement and compared with what others are able to provide

in similar circumstances.

"Comparison", listed as a major reason for using measurement of service, also provides the main problem. Comparisons should be made of like with like. However, unless the various counts are kept in exactly the same way in all libraries to be compared, this remains an ideal.

Another ideal set before the library for comparison and as a desirable level of achievement is the Standard. "Standards" have been defined as the observation and statement of the best of what is. A problem with standards today is that very few such observations and statements have been made recently. Adequate levels of funding, particularly, if stated even five years ago, are almost totally useless today in light of galloping inflation.

Many librarians are also skeptical of standards that seem to set too high a level of service, seemingly unattainable or irrelevant to what they perceive as needs of local users. In the course of this study, several librarians in Windham and Tolland Counties were asked what, if any, standards were used in their libraries. Almost all of them replied that no standards are used, except trying to meet users' demands - and they are hard-pressed to do that much.

STATISTICS OF PUBLIC LIBRARIES IN WINDHAM AND TOLLAND COUNTIES: BASED ON 1976 ANNUAL REPORTS ON FILE IN THE STATE LIBRARY, HARTFORD

Annual reports filed by public libraries with the State Library provide the most comprehensive body of knowledge about any type of library in

Connecticut. The forms cover aspects of public library operation such as hours, borrower registration, acquisitions, total collections of various formats, interlibrary loan use, personnel, and budgets. These annual reports, along with the compilation of data from the previous three years, provided the Survey Team with one of its first views of library resources in Windham and Tolland Counties. In fact, information as wide-ranging as this was not found in one place or so readily for any other type of library in the Region. However, there are also problems with these annual reports. As one librarian wrote to us: "It would be a step in the right direction if the State Library would issue a set of instructions and urge us all to comply, or at least ask each librarian to describe his/her procedures when submitting circulation figures in the annual report." Not only are there discrepancies in how circulation figures are reported, but also in staffing, interlibrary loans, periodicals received, and several other noticeable areas.

A service that might be provided for the region is a centralized source of assistance in filling out the forms (to help standardize the information provided) and an annual collection of one copy of each report submitted from the region in order to compile an "annual report" on the region's public libraries and their progress. An annual comparison among similar libraries in the same region usually acts as an incentive for improvement. (No data is included in the following charts for Hebron, for which there were no annual reports filed for the years covered.)

CIRCULATION

The circulation factor, one of several in measuring the library's use and the one most often cited, must also be considered in light of local circumstances. For instance, a building project that restricts or prohibits use of facilities for part of one year will affect the comparison for that year negatively, while producing a great upsurge in use the following year, both because of the increased space, accessibility and convenience and the natural increase of interest in the community that a new building brings. Likewise, major staffing changes tend to result in ups and downs in usage counts.

The circulation count should be taken as only one indicator of the library's activity. A study cited in Performance Measures for Public Libraries indicates that only 29% of the people who used the public library actually took out books. Other services offered by the library attracted the rest: programs, reference, reading newspapers and/or magazines in the library, a water cooler, a "John", a copying machine, a record player to use in the library, a warm and pleasant place to sit and read or study, etc. Whereas higher circulations may indicate overall higher use of the library, this should not automatically be assumed. The responsible librarian and trustee will look into the total picture of the library's contribution to the community. The site, openness and public availability of the building itself and the positive or negative attitude and practices of the staff seem to be major considerations in how many people make use

of it; and of course, the quality and range of the collection in responding to needs will determine how many of the people who walk in take something home with them.

COMPARATIVE CIRCULATION 1973 - 76

	<u>73</u>	<u>74</u>	<u>75</u>	<u>76</u>	<u>% Change 75 - 76</u>
Andover Public	8,765	8,645	10,522	11,575	+10.0
Ashford - Babcock	11,800	15,424	17,490	17,459	- .2
Bolton - Bentley	20,909	23,223	25,162	20,030	-20.0
Brooklyn	11,465	11,447	11,976	12,302	+ 3.0
Canterbury	1,796	1,923	2,016	1,975	- 2.0
Chaplin - Ross	5,174	4,694	4,694	4,290	- 9.0
Columbia - Little	3,594	3,588	4,294	7,612	+77.0
Coventry - Booth	40,212	35,189	46,000	54,297	+18.0
Coventry - Porter	35,002	36,656	38,056	38,751	+ 2.0
Eastford	4,449	3,944	4,141	3,601	-13.0
Ellington - Hall	34,189	34,614	39,522	40,036	+ 2.0
Hampton - Fletcher				12,007*	
Hebron					
Killingly - Bugbee	52,535	62,564	55,019	57,424	+ 4.0
Mansfield	62,477	47,454	76,282	76,789	+ .7
Plainfield - Aldrich	22,783	20,477	20,287	19,373	- 5.0
Plainfield - Cent. Vill.	12,098	5,125	3,838	6,246	+63.0
Plainfield - Public	3,497	3,783	4,060	4,456	+10.0
Pomfret - Free	6,885	7,649	8,843	9,091	+ 3.0
Pomfret - Abington	4,599	5,708	7,698	8,244	+ 7.0
Putnam	59,454	62,059	67,542	64,477	- 5.0
Scotland	3,767	3,518	4,764	4,757	- .1
Somers	32,157	33,892	43,631	40,334	- 8.0
Stafford	36,632	34,392	31,820	36,433	+14.0
Sterling	7,552	6,966	9,624	9,012	- 6.0
Thompson	52,195	43,227	43,603	39,375	-10.0
Tolland	25,564	25,812	32,938	32,816	- .4
Union	2,842	3,935	3,439	3,914	+14.0
Vernon - Rockville	189,660	169,743	170,056	153,866	-10.0
Wilmington	9,990	9,741	10,167	9,018	-11.0
Windham - Smith	4,307	3,297	3,156	5,123	+62.0
Windham - Willimantic	76,178	72,899	81,539	75,887	- 7.0
Windham Free	6,256	6,056	5,069	6,756	+33.0
Woodstock - N.	11,233	12,436	12,981	13,921	+ 7.0
Woodstock - Bracken	6,949	7,937	6,913	6,040	-13.0
Woodstock - E.	3,925	9,365	11,075	12,198	+10.0
Woodstock - W.	12,690	16,419	16,677	12,017	-28.0
	883,580	853,801	934,894	919,495	- 1.6

*not included in total for 1976; no report for 1975.

Overall reported circulation for public libraries in Windham and Tolland Counties in 1976 indicates a drop of 1.6%. Eighteen libraries gained in circulation while 17 dropped. The previous year a great majority of the libraries (27) had increased while only 8 had dropped; in 1974 the division was 17 increased and 18 decreased. There is, therefore, no identifiable pattern - even among individual libraries - as to collection usage as indicated by reported circulation. It is interesting, however, that overall, the usage count of public libraries in this area is holding steady at best while national trends during this same time period showed steadily mounting circulation counts. On the "per capita" chart following, it is shown that of the towns served by one or more public libraries in this region, only 15 of the 27 towns with library reports on file meet the state average of 4.6 per capita circulation.

LIBRARY BOOK RESOURCES

Books are usually considered the heart of the library. Today, however, other means of providing ideas and information, such as audio-visual materials and programs, are also a vital part of the library's service to the community. The collection provided should be carefully selected in terms of the community it serves, and it should be a vital, current one. Books accumulated for the sake of large numbers do not a "collection" make. Sufficient amounts of books should be available for the numbers of people using them. Enough funds should be provided to refresh, up-date, and

replenish collections. Proper and sufficient weeding should be continually done to be sure outdated, inaccurate material is not given out and that old standard works are available in attractive useable format.

Just as the new titles added each year (minimum of 5% of the total collection) should be selected with care by someone qualified to judge the quality of the material, so too weeding or "negative selection" should be done by someone able to judge the material and its predictable patterns of use. The same kind of judgments should be made in balancing a fine book collection with other supplementary forms of information so the library becomes one in every sense.

Twenty-three libraries in this region report having a book selection policy.

BOOK COLLECTIONS AS REPORTED FOR 1976

	<u>With- drawals</u>	<u>With- drawals as % of collection</u>	<u>Vols. added</u>	<u>Vols. added as % of collection</u>	<u>Book stock</u>
Andover	15	.2	547	6.5	8,355
Ashford - Babcock	353	2.7	871	6.7	12,910
Bolton - Bentley	72	.5	838	5.8	14,344
Brooklyn	0		281	1.8	15,991
Canterbury	48	.9	138	2.7	5,058
Chaplin - Ross	34	.3	387	4.3	8,864
Columbia - Little	11		805	5.0	16,056
Coventry - Booth/Dim.	595	3.5	1,491	8.8	16,829
Porter	84	.6	1,044	7.2	14,542
Eastford	0		253	2.9	8,534
Ellington - Hall	2,193	13.3	1,480	8.9	16,536
Hampton - Fletcher	42	.2	493	3.0	16,351
Killingly - Bugbee	538	2.0	1,146	4.0	26,093
Mansfield	155	.6	3,234	12.0	27,881
Plainfield - Aldrich	32	.3	326	3.0	10,365
Cent. Vill.	50	1.0	393	7.0	5,371
Public	165	4.0	1,561	37.0	4,254
Pomfret - Public	25	.2	442	3.0	14,329
Abington	166	2.0	446	5.0	9,105
Putnam	249	.1	1,473	5.0	28,227
Scotland	0		401	7.0	5,468
Somers	1,551	8.0	1,224	6.0	20,479
Stafford	368	2.0	1,004	6.0	16,235
Sterling	25	.5	468	9.0	4,966
Thompson	23	.1	937	5.0	20,315
Tolland	28	.2	923	5.0	17,833
Union	0		239	3.0	7,388
Vernon	3,147	6.0	3,913	8.0	48,801
Willington	350	3.0	209	2.0	10,250
Windham - G. Smith	89	.1	164	2.0	9,142
Willimantic	1,000	3.0	1,386	4.0	39,000
Windham Free	45	1.0	454	8.0	5,546
Woodstock - North	-		205	3.0	5,915
Bracken	22	.2	442	3.0	12,726
East	6		281	4.0	6,618
West	96	2.0	584	11.0	5,210

STANDARDS:

Standard on withdrawals: 5% per year (ALA Interim Standards)

Standard on additions to collection: minimum 5% per year (ALA)

COMMENTS:

*Only three libraries meet the standard for weeding collections while 20 meet the minimum set for new books added each year.

PER CAPITA MEASURES BY TOWNSHIPS

	<u>Books per capita</u>	<u>Circulation per capita</u>	<u>Operating Expenditures per capita</u>
Andover	4.0	5.5	\$4.76
Ashford	5.4	7.3	\$4.63
Bolton	3.9	5.4	\$5.21
Brooklyn	3.0	2.3	\$1.23
Canterbury	1.7	.7	\$.81
Chaplin	5.5	2.7	\$2.71
Columbia	5.0	2.4	\$1.55
Coventry	3.8	11.2	\$4.52
Eastford	9.1	3.8	\$5.12
Ellington	1.9	4.7	\$5.01
Hampton	14.9	10.9	-
Killingly	1.8	3.5	\$2.91
Mansfield	1.5	4.2	\$3.71
Plainfield	1.7	2.5	\$1.42
Pomfret	9.4	6.9	\$4.61
Putnam	3.3	7.5	\$7.51
Scotland	5.6	4.9	\$1.85
Somers	3.1	6.1	\$4.85
Stafford	1.7	3.7	\$5.33
Sterling	2.6	4.7	\$1.92
Thompson	2.5	4.9	\$5.21
Tolland	2.0	3.8	\$2.54
Union	15.7	8.3	\$7.46
Vernon	1.7	5.4	\$7.40
Willington	2.7	2.3	\$1.08
Windham	2.6	4.3	\$4.99
Woodstock	6.1	8.8	\$6.09

STANDARDS:

Books per capita: 2 books per capita up to population 50,000 - ALA Interim Standards; Connecticut State average, 1975: 2.8

Circulation per capita: 10 - Wheeler and Goldhor, Practical Administration of Public Libraries; Connecticut State Average: 4.6

Expenditures per capita: ALA, 1967: \$7.50, Connecticut State Average: \$6.63; 1975 LSCA minimum qualifying: \$4.50.

COMMENTS:

- *Twelve libraries fall below the state average circulation per capita.
- *Eleven libraries do not meet the expenditure base set for qualifying for LSCA grants for construction funds. One meets, and two others almost meet, the standard set by ALA in 1967 of \$7.50 per capita fiscal support.
- *Only seven libraries fall below the minimum standard for books per capita (ALA standards), while twelve libraries are below the Connecticut State average.

REFERENCE SERVICE

	<u>Reference transactions</u>	<u>Interlibrary loan uses</u>
Andover	680	163
Ashford - Babcock	480	310
Bolton - Bentley	784	213
Brooklyn		93
Canterbury		10
Chaplin		
Columbia	60	249
Coventry - Booth & Dim. Porter		1,014
Eastford	100	24
Ellington - Hall	1,228	10
Hampton - Fletcher		124
Killingly - Bugbee	1,356	
Mansfield	2,031	744
Plainfield - Aldrich Central Vill. Public		797
Pomfret - Public		34
Abington		76
Putnam	25+	470
Scotland		704
Somers		285
Stafford		259
Sterling		662
Thompson	2,298	130
Tolland		1,324
Union	15	192
Vernon - Rockville	2,697	56
Willington	500?	129
Windham - G. Smith		51
Willimantic	2,500 - 3,000	391
Windham Free	58	74
Woodstock - North		
Bracken	"15 a week"	
East		
West		

STANDARD: ALA, 1967 - 1/2 to 3/4 reference questions per capita.

COMMENT: Libraries should formulate a definition of reference requests and maintain a record of these requests. In 1976, 15 public libraries reported a reference count of some kind on their annual reports while 21 did not submit a report on this service.

Closely related to reference work is interlibrary loan service. There is usually a direct relation between the strength of reference service offered and the use of interloan. Considering that at least one interloan request per week is the absolute minimum that a library should generate if its staff maintains an active, direct interchange with users and their needs, the reports show 9 libraries not reporting any interloan use and 5 reporting less than minimum.

<u>ACCESS</u>	<u>Hours Open Per Week</u>
Andover	15
Ashford	31
Bolton	25
Brooklyn	24
Canterbury	5
Chaplin	13
Columbia	7
Coventry - Booth & Dimock	34.5
Porter	13
Eastford	16.5
Ellington	35
Hampton	60
Killingly - Bugbee	50 (est.)
Mansfield	42
Plainfield - Aldrich	18
Central Village	6
Public	12
Pomfret - Public	9
Abington	10
Putnam	52
Scotland	6
Somers	32
Stafford	41
Sterling	12
Thompson	35
Tolland	34
Union	10
Vernon - Rockville	63
Willington	13
Windham - G. Smith	7
Willimantic	60
Windham Free	10
Woodstock - North	10
Bracken	48.5
East	10
West	9

STANDARD: Minimum hours for small libraries - 15 per week, ALA Interim Standards; increasing according to population served.

Seventeen libraries in this region do not meet this minimum standard for total hours open during the week. Hours should be convenient to the use of the public. Further analysis of the hours reported on the annual reports show:

weekend days open: one library is open both Saturday and Sunday
four are not open at all on weekends
evenings open: 3 report no evenings open
6 report only one evening
9 report two evenings
others are open more evenings
days open per week: 19 libraries are open 4 or fewer days per week

COMPARISONS WITH PUBLIC LIBRARIES IN TWO RURAL
COUNTIES OF NEW YORK STATE OF SIMILAR SIZE AND
POPULATION, ECONOMIC CONDITIONS, ETC.

	<u>Connecticut</u>	<u>New York</u>
Population	199,700	229,000
Number of public libraries	37	33
Circulation -		
Change, 1975 to 1976:	-1.6%	+6%
Total circulation:	919,495	2,069,671
Book stock per capita -		
State average, 1975:	2.8	2.3
Libraries meeting state average:	14	31
Two-county average:	8.4	3.2
Operating expenditures per capita -		
State average:	\$6.63	\$8.71
Libraries meeting state average:	3	6
Average expenditure within region per library reporting:	\$2.98	\$5.69
Reference -		
Libraries reporting some reference count:	15	28
Interloan uses -		
Less than 1 per week:	13	5
Hours -		
Open minimum 15 hours per week or more:	19	28

SCHOOL LIBRARIES: STATISTICAL SURVEY

A request for basic statistics was sent to ninety-eight public, parochial, and private schools in CLSU3. (See Appendices for School Statistics Questionnaire). We received thirty-four responses with statistics of any kind indicated. These were divided into elementary school, junior high (including middle schools, grades 5-8), and senior high school groupings.

During interviews, school librarians were asked if any standards or guidelines are applied to measure collections objectively. No one used any at present. Two referred to a booklet provided by the Connecticut State Education Department several years ago based on ALA's Standards For School Media Programs (1969). The 1969 ALA Standards are used here as a guide to bring some meaning to the figures provided to us. The more recent work, Media Programs: District and School, prepared jointly by the American Association of School Librarians, ALA, and the Association for Educational Communication and Technology (1975), is not used in this study since no school librarian in CLSU3 referred to it; however some were aware of and had had copies provided for them of the earlier work.

The schools responding to the questionnaire are coded by the number used in our records. The request for information on "other media" was answered so diversely that we are indicating here only if any other media was listed. Connecticut's Digest of Education Statistics, 1977 provided the information on actual expenditures, federal grants, and enrollments by town.

The results of the questionnaire show only one of the elementary schools meeting standards for book stock, periodicals, and newspapers. Among junior high schools, again only one school meets only one of the standards categories - periodicals. Among high schools, three meet the base of 10,000 volumes, but only one meets the "20 volumes per student" standard. In periodicals and newspapers, one high school library meets each category's standard.

It is difficult to draw conclusions about the recordings standard. Very few recordings are owned by reporting school libraries, none coming near the standard. However in some cases a separate media center owns recordings, and the person filling in the questionnaire did not know how many were owned. Two librarians interviewed stated that with limited budgets, recordings are among the last items purchased. In relation to what is selected for the school library, almost all school librarians emphasized curriculum-oriented materials, with few if any supplementary/recreational items purchased.

We can make these observations about questions for which there were no standards to use: Asked "Is your library open to the public?", two answered yes; twenty-one, no; and eleven have limited use of their facilities by the public. Of the libraries interviewed, two are combination public/school libraries and one is open one evening a week for public use. Of the combination libraries, the arrangement seems rather satisfactory to the librarians in both cases. A full discussion of this kind of arrangement is beyond the scope of this study and we can only say that CLSU3 has two examples of this which seem to be more successful than the national experience. The use reported on the latter - open evening hours for the

public - makes it a practice worth looking into closely for other school libraries, especially since the librarian who initiated these extra hours observed that many of the evening users are students from that school and nearby ones. This is especially worthy of further investigation in light of the hours of opening reported: only 12 of the 34 schools reporting have hours of opening before and/or after the school day when students can use the library at leisure.

Materials budgets as reported on the questionnaire indicated to some extent that school librarians don't know what their own materials budgets are. This was verified in the interviews. This is examined more clearly in the next chart of per pupil expenditures by town.

On the request for the number of "reference transactions for which you have records", only one library was able to provide this information.

Expenditures per pupil were located by town in CLSU3 and compared with the State average, as reported in the Digest of Educational Statistics 1977, and with a regional average as computed for this study. The majority of libraries, as can be seen from the chart, do not meet the averages in either the total expenditure per pupil or the per pupil expenditures for educational media. The enrollments are listed here so that comparisons, if they are to be made, can be done on the basis of size, although we found no strong pattern on this basis. The 1969 standards state:

To maintain an up-to-date collection of materials in the media center not less than 6 per cent of the national average for per pupil operational cost (based on average daily attendance) should be spent per year per student.... These funds are used to purchase materials for both the individual school and the system media center.⁹

The 1975-76 expenditure per pupil in average daily attendance in public elementary-secondary schools was \$1,388.¹⁰

This standard (used for ESEA IVB grant application guidelines by the New York State Education Department) is broken down into Phase I (minimal) - 1%; Phase 2 (mid-point) - 3%; and Phase 3 (optimum) - 6% to make it more realistic for school libraries that need "catching up". Using these phases which take the national standard as the optimum, we find school library budgets in CLSU arranged as follows:

AVERAGE EXPENDITURES FOR LIBRARY
MATERIALS IN SCHOOL DISTRICTS IN CLSU3

	<u>% of Average National Operating Cost</u>	<u>National Operating Cost for Each Phase</u>	<u>Number of Districts in CLSU3 Meeting the National Average</u>
Phase I	1%	\$13.88	22
Phase II	3%	\$41.64	2
Phase III	6%	\$83.28	0
			<u>24</u> (of 30 districts)

Thus, as the chart shows, four towns do not yet meet Phase I.

Obviously meeting and maintaining standards in collections, print and non-print, depends on the funds available. If present rates of library materials budgets were raised to even half the national objective, there would be decided improvements in materials available to school children in CLSU3.

In the Digest of Education Statistics 1977, a tabulation of Federal grants to towns in the region for "Libraries and Learning Resources" in 1976 - 77 indicates that 9.6% of all such funds for the state were awarded to institutions in Windham and Tolland Counties. According to enrollment figures provided in the same Digest, CLSU3 has 6.7% of the school enrollment for Connecticut. We may conclude that in 1976-77 this region received somewhat more than its apparent share of these federal funds, although perhaps not evenly dispersed over the region, and perhaps not used in all cases for library purposes per se.

RESULTS OF SCHOOL STATISTICS QUESTIONNAIRE

ELEMENTARY SCHOOLS - 20 returns

<u>School #</u>	<u>Open to Public?</u>	<u>Faculty Served</u>	<u>Students Served</u>	<u>Hours Open</u>	<u>Circulation</u>	<u>Materials Budget</u>
1	limited	23	270	40	10,570	\$2,000
2	no	31	600	13.5	19,989	1,750
5	no	31	600	30	18,906	1,600
8	no	34	560	35	11,780	2,700
18	limited	12	220	30		1,600
19	no	35	512	30		1,200
22	no	14	171	30		
26	limited	30	450	32.5	7,086	1,500
31	no	15	233	30	10,211	1,100
33	no	15	231	30	18,740	1,100
36	no	12	208	30	10,831	1,100
38	no	25		30	7,103	
40	yes	37	600	82.5		400
47	no	60	1,100	32.5		
71	no	5	76	30		200+
89	no	27	365	35		1,950
91	limited	20	380	35		2,650
92	limited	26	490	36		3,115
93	no	25	450	37		2,937
95	limited	36	750	32.5	12,942	7,871

JUNIOR HIGH SCHOOLS - 5 returns

4	no	24	600	33.5	3,696	3,500*
29	limited	30	500	37	17,079	1,800
37	limited	60	650	37.5	21,135	3,750
69	no	60	970	35	11,590	3,650
94	limited	53	843	43.5	9,598	5,999

HIGH SCHOOLS - 9 returns

3	no	25	250	37.5	2,734	3,347
21	no	60	650	40	15,496	4,800
49	no	20	500	30		2,000?
53	limited	65	837	37.5		3,612
58	no	38	635	36.5	5,739	3,801
83	no	150	2,100	40	9,394	12,111
88	no	100	1,500	35		11,110
96	yes	50	500	48.5	7,000	5,500
97	limited	30	250	54	1,119	3,981

*For two libraries.

RESULTS OF SCHOOL STATISTICS QUESTIONNAIRE - MATERIALS

ELEMENTARY SCHOOLS - 20 returns

<u>School Number</u>	<u>Book-stock</u>	<u>Vols. Added</u>	<u>Vols. Withdrawn</u>	<u>Periodicals</u>	<u>News-papers</u>	<u>Records</u>	<u>Other Recordings</u>
1	9,900	1,200	618	12	1	1,500	
2	3,854			10			
5	5,060	480	24	9		20	
8	6,000	500	40	32	1	150	50+
18	3,899	137	19	2			
19	4,008	304	20	4		45	
22				12	1		
26	4,564	224	40	47	1		
31				16		70	
33				12	1	50	16
36				15		60	10
38	3,121	104	12				
40	6,681	142		13	1	20	75
47				15		25	
71	2,750	250	10	15		150	50
89	4,203	227	50	12		60	50
91	5,050	630	5	16		250	25
92	7,008			26		205	67
93	9,995	100		20		50	
95	5,105	175	25	25	3	225	30

JUNIOR HIGH SCHOOLS - 5 returns

4	3,733			54			
29	5,431	1,130	45	104	3		
37	9,275			75	1	100	
69	8,871		81	32	3		
94	7,995	740		53	3	174	64

HIGH SCHOOLS - 9 returns

3	7,511	73	281	40	3	100	
21	7,750	250	5	80	3	20	
49	6,781	277	50	30	1	50	
53	6,800			102	2	89	106
58	7,579	361		61	2	365	36
83	15,791	1,961	85	77	2	125	50
88	15,648			116	6	385	100
96	11,000	800	300	100	6	100	
97		333	238	156	5	80	70

Standards for Schools Serving 250 or More Students:

Books: 600 - 10,000 titles, representing 10,000 volumes or 20 volumes per student, whichever is greater.

Periodicals: Elementary - 40-50 titles; Junior High - 100-125 titles; High School - 125-175 titles.

Newspapers: Elementary - 3-6 titles; Junior and High Schools - 6-10 titles each.

Recordings: 1,000 - 2,000 titles representing 3,000 recordings, or 6 per student, whichever is higher.

SCHOOL DISTRICT EXPENDITURES IN CLSU3

<u>School District</u>	<u>Total per Pupil Expenditure</u>	<u>Per Pupil Expenditure Educ. Media</u>	<u>Federal Grant Payments 76-77 for "Libraries and Learning Resources"</u>	<u>Student Enrollments</u>
Andover	\$1,436	\$33.82	\$ 0	275
Ashford	1,254	3.47	2,774	432
Bolton	1,647	48.82	4,592	781
Brooklyn	1,209	22.33	6,303	981
Canterbury	1,019	11.35	4,326	567
Chaplin	1,276	11.69	1,560	215
Columbia	1,462	43.33	1,904	555
Coventry	1,279	23.84	8,027	2,056
Eastford	1,522	17.23	1,150	151
Ellington	1,582	25.59	8,048	2,202
Hampton	1,292	13.93	821	166
Hebron	1,151	22.98	0	772
Killingly	1,216	27.37	14,670	3,458
Mansfield	1,734	39.95	3,284	1,331
Plainfield	1,085	9.05	15,695	2,930
Pomfret	1,194	19.63	3,661	415
Putnam	1,091	14.47	4,082	1,613
Scotland	1,495	11.76	810	109
Somers	1,240	12.06	5,428	1,658
Stafford	1,298	17.99	0	1,945
Sterling	1,007	4.46	0	316
Thompson	1,233	16.66	6,489	1,519
Tolland	1,217	23.43	9,019	2,816
Union	1,116	4.36	495	78
Vernon	1,400	27.13	30,693	6,460
Willington	1,422	19.50	4,328	606
Windham	1,434	33.10	22,932	4,031
Woodstock	1,250	20.80	6,384	724
Reg. Dist. 8	1,687	64.73	12,727	1,256
Reg. Dist. 11	1,706	55.07	3,325	415
REGIONAL AVERAGES AND	\$1,332 (12)	\$23.33 (12)	\$189,457	40,833
TOTALS (No. districts meeting regional average)			(9.6%)	(6.7%)
STATE AVERAGES AND	\$1,583 (5)	\$33.80 (6)	\$1,963,823	603,925
TOTALS (No. districts meeting State average)				

ACADEMIC LIBRARY RESOURCES IN CLSU3

In CLSU3 there are four colleges and universities: Annhurst College at Woodstock (Annhurst), Eastern Connecticut State College at Willimantic (ECSC), Quinebaug Valley Community College at Danielson (QVCC), and the University of Connecticut at Storrs (UConn). To complete the inventory of resources available in the region, we list numbers of materials available from the colleges and universities. Data are from the Fall 1977 "Higher Education General Information Survey" (HEGIS).

College/University Resources

<u>Institution</u>	<u>Bookstock (Volumes)</u>	<u>Current Periodicals Subscriptions</u>	<u>Audiovisual Materials (Titles)</u>	<u>Total Staff**</u>	<u>Full-time Students***</u>
Annhurst	39,600	265	2,731*	3.0	277
ECSC	102,694	597	166	15.0	2,206
QVCC	13,731	145	1,504	3.9	335
UConn	1,131,026	17,661	12,507	113.6	14,337

*Has a media center not connected with the library.

**Excludes students on hourly rates, maintenance and custodial staff.

***Estimates from registrar's office of each institution. Spring 1978 counts except for ECSC which is Fall 1977.

The region thus has one of each of four types of colleges: a small private college (Annhurst), a state-supported college (ECSC), a state junior college (QVCC), and a state university (UConn). To compare them each to the other serves little purpose, since they are each set up to do separate things. We are more concerned with how they fit into library services for CLSU3.

The University of Connecticut obviously far overshadows all other individual libraries, of all types, in the region. Its collections are available on interloan, and its film center (separate from the library) rents 16mm films to a great variety of institutions, as mentioned elsewhere in our report. The main university library is scheduled shortly to move into a new building.

Since the University of Connecticut Library is so large in comparison to other resources in the region, some of its services and programs need to be discussed in more detail.

An obvious key for any library is access. In addition to the services available to its "regular public" (the faculty and students of the university), UConn also serves the general public. Any resident of the state who is over 18 years of age is eligible to borrow from the library, and can obtain a Public Borrower Card. Special routines and policies exist to govern use by the general public, and a leaflet is available to explain them. The only problem reported by the general public is parking to use the library, a problem shared by the entire university community!

Within UConn's overall general collection there are several special collections, among them alternative press and "little" magazines, the Charles Olson Archives, photography, specific areas of history and politics, and government documents. The government documents collection is especially noteworthy. UConn is a depository for U.S. government publications, and has a collection of over 250,000 volumes of government documents of all types. (QVCC is a partial depository, but because of space problems some

of its collection is housed at Pomfret School.)

A newer service is the data base searches available. As of April 1977, the library could arrange for searches in BIOSIS Previews, Psychological Abstracts, CAIN, ERIC, Physics Abstracts, and other bases. Procedures had been set up and a minimal fee structure was in effect. In our experience, the one data base most used by the general public in a similar area in New York State is ERIC, followed, at a considerable distance, by Psychological Abstracts and BIOSIS. We would recommend that CLSU3 make a limited number of free data base searches available to all libraries in the area. Thus, for example, any and every library in the region might get up to three data base searches per month, at no charge to them, CLSU to pay the bill. This would serve to acquaint the general public with the one of the newest tools for information retrieval and be of especial use to ECSC and the other College libraries, as well as to faculty of the school libraries. If any library did not use its quota, this could be used by the others.

ECSC has the second largest academic collection in the region, and among its holdings is the Center for Connecticut Studies, a selection of materials relating to historical and contemporary New England. The Curriculum Center (drawn on by Project Connect) has collections of educational materials and children's literature.

Annhurst and QVCC serve the two smallest academic populations in the region, and have the smallest collections. QVCC suffers from severe space problems, and part of its collection is distributed to other area

libraries. About 4,000 QVCC volumes are at Annhurst, but accessible through the QVCC catalog. The cooperation of Annhurst makes this arrangement workable.

Current fiction and popular non-fiction is either not available or available in very limited supply at these institutions. In these areas, public library collections are naturally supplementary to those of the academic institutions. For the university community is at least as interested in these materials as is the general public. Moreover, the children's collections of public and school libraries are of value to faculty and students in humanities and education programs at the colleges, and of value to the families of faculty and students.

On the other side, scholarly materials found in college and university collections are of interest to many people outside of the university community, people who might think only of using public libraries, for example.

Thus, a community of interest between types of libraries occurs quite naturally and what strengthens one type of library strengthens another. Put a different way: library users need materials from all types of libraries; libraries need to be able to gain access to all types of collections on behalf of their users, whose tastes and interests are extremely diverse.

In this connection it is most helpful that college and university collections are now open to the general public and that their materials are available through interloan, union catalogs, etc. Lists of current

acquisitions by the college and university libraries should go to other types of libraries and to the CLSU3 reference service. Notices of unusual and expensive items should be published in the CLSU Newsletter to avoid unnecessary and costly duplication. In this way, some elementary attempts at collection coordination could begin.

ACADEMIC CONSORTIA

In addition to the usual range of services and programs, academic libraries of the region are members of a variety of cooperative arrangements both formal and informal.

The advantages of participating in such groupings have long been known. An academic library, like libraries of other types, cannot have everything which is likely to be requested. And perhaps even more so than public or school libraries, academic libraries are subject to changing emphases in course offerings, new curricula added or deleted, and the like. Being part of a consortia or multitype grouping can help assure that other resources will be available to meet the demands of an atypical user when the occasion arises.

UConn, for example, is a member of the Association of Research Libraries (ARL), New England Library Information Network (NELINET), the Hartford Area Music Libraries (HAML), as well as CTUW, a grouping of Connecticut College, Trinity College, Wesleyan University, and Yale. The CTUW linkage is especially important since it also includes the State

Library and, through this arrangement, UConn serves public libraries via interloan. UConn funds a position at Yale to help make this linkage possible.

ECSC's library, in addition to the previously mentioned linkage with schools under Project Connect, has a variety of formal and informal arrangements with different types of libraries. Among its programs are membership in an informal grouping with QVCC, Thames Valley Technical College, and UConn's southeastern branch at Avery Point. ECSC also has arrangements with other academic libraries, other types of libraries, and community agencies.

Annhurst and QVCC are both members of the Northeast Corner, an informal grouping of the two academic libraries plus public libraries of the area. QVCC is also a member of the Council of Libraries of Connecticut Community Colleges (CLCCC).

All four academic libraries are active participants in the Eastern Connecticut Library Association (ECLA). The type of cooperative activities which academic libraries would like to see, as well as other information relative to the academic situation in CLSU3 is covered in the section which follows, analyzing the directors' questionnaires.

Our consideration of academic libraries concludes this statistical sections of our report. Statistics and descriptions tell only part of the story. What they don't provide is a feel for library activities on a daily basis; an indication of how library users and people who direct area libraries perceive the services and materials offered, and their

concerns for the future.

What services are most popular? Are users satisfied with what they find available in their libraries? What do library directors see as their major problems? Is there an adequate range of materials for user needs? To answer these and other questions we organized, administered, and tabulated questionnaires of library users and directors, interviewed library directors, and checked three types of resources. We start with user opinions on library service in CLSU3.

SURVEYS, INTERVIEWS, AND MATERIALS CHECKLISTS

USER QUESTIONNAIRE

The User Questionnaire was designed to determine who among the adult population of Windham and Tolland Counties patronizes public libraries, for what purposes, and with what degree of satisfaction. In order to get a cross-section of usership in the area, each public library received a number of questionnaires to distribute equal to 1% of its registration as reported in the 1976 annual reports to the State Department of Library Development. No library received less than ten or more than 100. Instructions for administering the questionnaire were sent as well. Twenty-five public libraries out of the thirty-seven in the region cooperated by distributing the instrument and returning it: a total of 512 questionnaires. (See Appendix for sample of questionnaire.)

Question 1

Check your reasons for coming to the library today:

<u>Reasons</u>	<u># of Responses</u>	<u>% of Responses</u>
1. Return books	311	26%
2. Pick out general reading	310	26
3. Bring your child	139	12
4. Obtain a specific book	129	11
5. Obtain material or information on a subject	105	9
6. For other reasons*	62	5
7. To get material for school work	52	4
8. Meet or consult with friends	33	3
9. To get material for another person	21	2
10. Study, using your own material	19	1
11. To get material for your job	11	0
Total	1,189	99+%

*Reasons too varied to be categorized. The asterisk is used in this way throughout this section.

Comment: The primary reasons for use of the library were the return of books and the borrowing of general reading material. None of the responses are mutually exclusive of course; thus the patron may have several reasons for coming to the library. What is worth noting however (and this finding will be reinforced by the responses to other questions) is that non-specific reasons for using the library predominate. If one were to add the 3% of responses garnered by "Meet or consult with friends", the 2% of responses "to get material for another person", the 1% of responses to "study using own material" to the first two categories, a total of 58% of responses were non-specific uses of the library. Indeed, if we were to add the 12% who came to the library to bring their children, we would arrive at 70% who use the library not so much as a source of specific information, but as a place to visit, to browse and read for pleasure.

To sharpen the point, less than 1% of library patrons used the library to obtain materials of use on their jobs, 4% used the library to get material for their school work; 9% used the library to obtain materials on a specific subject; and only 11% used it to obtain a specific book.

The caveat to observe is obvious: Since only patrons 16 years and above were tabulated, school use is understated, as a percentage of total use of the library.

Question 2

What use did you make of the library while you were here today?

<u>Use</u>	<u># of Responses</u>	<u>% of Responses</u>
1. Looked through books on shelves	356	44%
2. Card catalogue	144	18
3. Help from the librarian	120	15
4. Read new magazines or newspapers	93	12
5. Reference books	68	8
6. Periodical indices	26	3
Total	807	99+

In this question we asked for a single response and this is a major reason for the smaller number of responses than in question one. We did this as a cross-check on that question. Once again, the browsing (1) and reading (4) functions predominate (combined, 56%) over what is likely to have been a search for specific information (all other reasons combined), but to a lesser extent than indicated in the answers to question one. It is possible that people who used the card catalogue, periodical indices, or reference books asked for help from the librarian but did not indicate this. Still, for the 44% of responses that involved the use of library tools, one might have wished that more than 15% of the users would have sought help from the librarian, who would be expected to use library tools to better advantage.

Question 3

I am taking home:

<u>Form of Material</u>	<u># of Responses</u>	<u>% of Responses</u>
1. Books	428	77%
2. Magazines	70	13
3. Recordings, tapes, cassettes	40	7
4. Other*	20	3
5. Films	0	0
Total	558	100%

People use the library to borrow books in the overwhelming number of cases. If the libraries are book-rich, they are other media-poor. And we shall see in the responses to question twenty-six that when people are asked what material they would be interested in borrowing from the library, phonograph records and audio tape cassettes predominate. It would seem that one reason people borrow books to the great extent that they do is because there are insufficient other media available. This impression is reinforced by responses to question fourteen, which asks readers to indicate areas in which they feel the library does not own enough material. The second most frequently mentioned deficiency is "not enough different magazines."

Question 4

If you came to get materials or information, are you:

<u>Degree of Satisfaction</u>	<u># of Responses</u>	<u>% of Responses</u>
1. Completely satisfied	277	74%
2. Only partially satisfied	86	23
3. Not satisfied	10	3
Total	373	100%

People are, for the most part, happy with their libraries. On the other hand, since most do not come for specific items they tend to take what they can get or what is available. Are people satisfied because they do not expect more? Or is it the case that they do not in fact need more? If individuals today need information in order to survive, why don't they use the library more to satisfy their need for specific information?

Question 5

If not satisfied or only partially satisfied, please answer question 5.

Give the reason you were not satisfied:

<u>Reason for dissatisfaction</u>	<u># Dissatisfied</u>	<u>% Dissatisfied</u>
1. Book wanted not owned by library	39	33%
2. Book wanted was out	34	28
3. Other reasons*	17	14
4. Could not locate material on the subject	16	13
5. Material out of date	11	9
6. Material on too elementary a level	2	2
7. Material on too advanced a level	1	1
Total	120	100+%

To the extent that there was dissatisfaction, the greatest reason was that the material was not owned by the library. The answer to question 22 indicates that 79% of patrons believe the library will try to get some material from another library. While this is encouraging, it should be the task of a cooperative structure to make sure that all patrons are aware of interloan service.

It is not surprising that "book wanted was out" ranked second. Because the category of material perceived to be least available (see question 14) was "best sellers", interloan probably would not help too many of the 61% expressing dissatisfaction on the two commonest grounds. Interloan should not and does not supply best sellers. The only remedy is sufficient duplication.

Question 6

Was your trip to the library:

<u>Linked to other activities</u>	<u># of Responses</u>	<u>% of Responses</u>
1. Solely to visit the library	326	64%
2. Done in connection with another activity	124	25
3. Done in connection with shopping	<u>56</u>	<u>11</u>
Total	506	100%

About two-thirds of library visits were made for the sake of visiting the library exclusively.

Question 7

Would say you use this library:

<u>Frequency</u>	<u># of Responses</u>	<u>% of Responses</u>
1. Once a week or more	264	51%
2. Once or twice a month	209	41
3. Less than once a month	34	7
4. <u>This is my first time</u>	<u>8</u>	<u>1</u>
Total	515	100%

The high number of really frequent uses is especially worthy of note. People who use a library once a week or more are "bitten by the library bug!"

Question 8

Please indicate if you had any difficulty in using the library today.

<u>Nature of difficulty</u>	<u># of Responses</u>
1. Getting a parking space	53
2. Hours inconvenient	15
3. Other reasons*	13
4. Library too crowded/noisy	10
5. Cannot keep materials long enough	8
6. Not a good place to read	7
7. Transportation to library a problem	6
8. Access difficult because of physical disability	4
9. Library staff unhelpful	1
10. Rules and fines a nuisance	1
11. Library too slow in providing requests	1
Total	129

Only 129 respondents (26% of the total) complained of any difficulties. By far the biggest complaint related to parking, and in the comments invited under question 28, one of the more frequently noted complaints was again parking. This may have implications in connection with the desirability of offering bookmobile and/or books-by-mail service.

The second most noted difficulty was that of inconvenient hours. In all probability this means insufficient hours, since seventeen of the thirty-seven libraries do not meet ALA's minimum standard for small libraries of fifteen hours of opening per week, and since nineteen libraries are open four or fewer days per week. Once again, this may have implications for offering the above-mentioned outreach services.

It is possible that the third most frequent complaint - that the library was too crowded/noisy - might be bracketed with "not a good place to read" and with "access difficult because of physical disability", which

together indicate multiple and numerous space problems. Indeed, if parking space is a problem, it too may be considered a problem of space. Clearly, money is needed for construction purposes. Less for new buildings, perhaps, than for additions to buildings, parking areas, and to remove architectural barriers. Lacking such funding, the case for supplemental sources of materials, mobile or mail, is again indicated.

The only other comment that might be made concerns "cannot keep materials long enough." The survey did not consider the length of loan periods. It is the feeling of the Surveyors, however, that for all but current best-sellers (which should perhaps have a one week loan period to help alleviate short-term excess demand), two weeks may be too short a borrowing period for many people. Note that the most frequently cited reason for coming to the library - question 1 - was to "return books.") Experiments in our own system have prompted us to adopt three weeks as a satisfactory loan period. A pedestrian consideration for librarians concerned with circulation totals: if a loan period is lengthened for public convenience, a temporary drop in circulation often results.

Question 9

Did you know that your card is good in any public library in Connecticut free of charge:

<u>Response</u>	<u># of Responses</u>	<u>% of Responses</u>
Yes	432	85%
No	79	15
Total	511	100%

Since Connecticard is a comparatively new service, this is a good showing. Nevertheless all users should know about Connecticard. An obvious means of realizing this goal is the liberal use of signs and posters.

Small libraries sometimes fear that they may lose patrons to large libraries if they acquaint them with resources available elsewhere. In our experience, this is emphatically not the case. To most patrons, the convenience and friendliness of the neighborhood or town library is as important to people as the varied resources of the large library, and both tend to be used by the same patrons.

Question 10

If you have made use of libraries other than this one in the past 12 months, please indicate which one(s) - include public, school, college, or special libraries:

<u>Type of Library</u>	<u># Often</u>	<u>% Often</u>	<u># Occasionally</u>	<u>% Occasionally</u>
1. Public	73	45%	207	64%
2. Academic	54	33	92	29
3. School	26	16	19	6
4. Special	8	5	3	1
Total	161	99+%	321	100%

293 out of 512 returned questionnaires showed use of another library - better than 57%.

Approximately half as many patrons use another library often as use it occasionally. The ranking of use of other libraries by type is the same

whether use is made of them frequently or occasionally; it is another public library which is most likely to be used in both bases. On the other hand, people who use other libraries "often" are considerably more apt to use other types of libraries than people who use them "occasionally". For the frequent user, getting the information is more important than the source of the information.

Heavy use of more than one library and of more than one type of library - whether this has or has not increased recently (and we suspect but cannot prove that it has) - augurs well for the development of a cooperative.

Question 11

If you have one or more children aged 4 to 12, do they use this library?

<u>Frequency of Use</u>	<u># of Responses</u>	<u>% of Responses</u>
1. Once or twice a month	128	55%
2. Once a week or more	73	31
3. Less than once a month	30	13
4. Never	1	0
Total	232	99%

Less than half of those who responded to question 7, responded to this query. Still, it is interesting that responses one and two traded ranks in the two questions, i.e., children used the public library with less frequency than do adults. This may be because children use school libraries more than adults use non-public libraries. In establishing the "library habit", however, frequent and regular use of the public library by the

young is most important; thus the fact that 20% fewer children than adults visited the library on a weekly basis, concerns us. It is our feeling, particularly in view of the response by public directors to question 11 on the Directors' Survey, that this demonstrates a need for children's programming on a weekly basis. This study did not cover the adequacy of children's collection in public libraries: the number or range of materials and the extent of duplication. A children's consultant at a regional center could issue suggested basic and current purchasing lists and offer guidance as to the extent of duplication.

Question 12

Do children bring books or other material home from their school library?

<u>Response</u>	<u># of Responses</u>	<u>% of Responses</u>
Yes	193	84%
No	36	16
Total	229	100%

Question 13

Are you satisfied with the library service offered your child by the public library?

Response: Of 255 responding, 237 or 93% said yes; only 18 or 7% said no.

Are you satisfied with the library service offered by the school library?

Response: Of 252 responding, 189 or 75% said yes; 63 or 25% said no.

There seems to be a fairly substantial difference in the satisfaction of adults with the service received by their children in public libraries as opposed to schools - although the response is distinctly positive in

both cases. For possible clues to the reasons for the attitudinal difference we asked:

If your answer is "No", in either case, please indicate what you think is lacking.

Of the 63 who commented about inadequacies of service for their children:

- A. 7 people made 11 complaints about both school and public libraries. They patronized 5 different libraries.
- B. 9 people made 10 complaints about public library service to their children. They patronized 8 different libraries.
- C. 47 people made 58 complaints about school library service. They patronized 16 different libraries.

Complaints about both school and public libraries:

Inadequate collection	6
Space	1
Lack of reading guidance	1
Does not encourage children to read	1
Lack of programs for children	1
Other (poor organization)	<u>1</u>
Total	11

Examples (direct quote or paraphrase): 1. "Public library's reference books - encyclopedias for example - are not up-to-date in many cases. School library does not have enough books to satisfy assignment requirements."
2. More classics needed in public library; school library should encourage students to use the library more.

Complaints about public library service to children:

Inadequate collection	3
Space	1
Lack of reading guidance	2
No story hours	1
Wants young adult collection	1
Lack of children's librarian	1
Other	<u>1</u>
Total	11

Examples: "Would like a list of starter books easily read by first graders". "Lack of space for books and for studying in library."

Complaints about school library service to children.

Inadequate collection	22
Not enough time allowed in library; library not open enough hours	7
Not enough guidance	6
Space	5
Lack of professional staff	4
Does not encourage children to use facilities	3
Restrictions and rules	3
Not open year round	2
Not quiet	1
Parents not kept informed	1
Other*	<u>5</u>
Total	59

Comment: The greatest number of complaints related to inadequacies of collections: books not up-to-date; not enough reference or reserve materials to cover assignments; insufficient reading materials for primary grades; not enough copies of assigned materials. A different note, however, is struck by the second largest area of complaint: that children are not allowed enough time in the library to browse; that the library is not open enough hours (for example, after school). If this is coupled with the dissatisfaction about the school library not being open year-round, with

complaints that the library does not encourage children to use its facilities or books and with criticisms of restrictions and rules, we get a fairly sizable number of people concerned with certain sometimes characteristic limitations of the school library. Some of these are easily remediable and some are not. In the latter category are complaints about the school library not being open year-round or after school (although at least one school library in the region is open one evening and from 7:00 in the morning each school day). Lack of browsing time may or may not be easy to remedy, depending on whether strict scheduling is followed or need be followed. Very discouraging are comments such as the following:

"My daughter, age 7, is not allowed to use the school library because her teacher considers children of this age group too young"... "Books not allowed to be taken home; can only stay at child's desk"... "child able to take only two books out and must return them on a certain day"... "lack of time to use the library and no demand that they do"... "I don't feel that they offer as wide a range of programs as I would like to see. I also don't feel the school encourages the children to utilize the library to any degree."

The third area of complaint, once again, is lack of reading guidance, i.e., no one to help the child choose materials appropriate to his reading abilities and interests. Here, too, our impulse is to link this with "lack of professional staff". Space limits, again, are noted by several.

There is little cause for surprise in the fact that the parents of young children are likely to be more demanding of institutions that serve their children than they are of institutions that serve them. It also bears repeating that most of the parents were satisfied with the performance of school libraries.

We are concerned about recurring comments to the effect that students do not have enough materials to do their school assignments: insufficient

duplication of material; lack of reference books; lack of up-to-date material. A "Manhattan Project" to update and expand the reference resources of school and public libraries seems very much in order.

Question 14

I believe that there is not enough material in the library in the following areas:

<u>Gaps Perceived</u>	<u># Of Responses</u>	<u>Gaps Perceived</u>	<u># Of Responses</u>
Best sellers	55	Sports/games	14
Magazines	32	Sex	14
Psychology	31	Astrology/occult	13
Music	25	Gardening	13
Business/economics	24	Travel/geography	13
Handicrafts	23	Biography	13
History	23	Romances	12
Science	23	Ecology	12
Historical fiction	22	Law	11
Science fiction	21	TV/radio	11
Mysteries	20	Large print books	11
Politics/world affairs	19	Health	11
Painting/drawing	19	Engineering	10
Pets/wildlife	18	Children's books	10
Childcare/pregnancy	17	Poetry	10
Newspapers	17	Comic books	10
Automobiles/trucks	16	Religion	9
State history/government	16	Architecture	9
Interior decoration	16	Dance/film	8
Foreign language material	15	Cooking	8
House building and repair	15	Sewing	7
Photography	15	Westerns	6
Local history	15	Fashion/beauty	5
Sociology	14	Sculpture	2
		<u>Total</u>	<u>753</u>

Almost half of the people completing the question felt there was some collection inadequacy. Of the forty-eight categories listed, some are subject areas and some are types of materials. Clearly and unsurprisingly the biggest perceived gap is in best sellers. The recent Gallup survey of public libraries in New Jersey found that women were substantially greater readers of best sellers than men; as we shall see, women requested best sellers far more frequently than men in the two counties. (On the other hand, there were far more female than male respondents.) The inadequacy in the area of best sellers is closely related to three factors: the extent of their duplication; the speed with which they are received by the library from jobbers, retailers and publishers; and the length of the loan period for best sellers.

The lack of sufficient variety of magazines is worrisome. Periodicals are, after newspapers, the print medium of current information. They have enormous reference value. Periodical prices are escalating beyond the capacity of many people to pay for them. Thus the library's obligation to purchase a wide selection is increasingly important. An insufficient variety of newspapers is also noted by some.

In subject fields, it is not surprising to find perceived collection gaps in the popular area of psychology. It is surprising, however, that "music" is the second most frequently mentioned deficient subject area. Gaps in the areas of business/economics, handicrafts, history, and science should be taken seriously. On the other hand, science fiction and mystery lacks may perhaps be remedied by "swap group" activity and purchase of relatively inexpensive paperbacks.

There are a number of surprises at the other end of the spectrum. Comparatively few people complain about a lack of cook books, sewing books, fashion/beauty books, westerns, romances and works of religion. Either libraries are buying heavily enough in these areas to satisfy demand, or library users in the two counties are less interested in these than is often the case elsewhere.

Other areas that were mentioned with less frequency than might have been expected are astrology, witchcraft, ESP, gardening, biography and health.

Question 15

Will you please tell us something about yourself? Sex:

<u>Sex</u>	<u># of Responses</u>	<u>% of Responses</u>
Male	147	29%
Female	365	71

While it is proverbial that females use public libraries more than males, the disproportion in this instance is startling. The response to Question 11 of the Directors' Questionnaire provided confirming evidence; a large number of public library directors perceive this imbalance in use by sex.

Indeed, the relative lack of library use by males may be the biggest single inadequacy in outreach. Although many factors may contribute to this inadequacy, it is our provisional opinion that insufficient evening and weekend hours are a major obstacle. The responses to Question 28 may be suggestive in this regard: The single most suggested improvement was additional hours of service.

There were suggestions in the aforementioned Gallup survey that men tend to prefer periodicals and technical journals; it is a matter of observation in our own libraries that retired males, for example, prefer to read newspapers in the library, especially national papers such as The Wall Street Journal and The New York Times. Certain of the subject areas suggested as lacking in Question 14 have been noted in some surveys to be preferred by males: business/economics, politics/world affairs, science, and repair books. Thus, we are suggesting that some males may not be finding the materials they want in sufficient number or variety in the library. The paucity of reference materials and their lack of currency (see relevant section) may be another reason that males, who perhaps might be expected to use libraries for information purposes more than for recreational reading, do not patronize libraries as much as one might expect.

Question 16

Will you please tell us something about yourself? Age:

<u>Age Range</u>	<u># of Responses</u>	<u>% of Responses</u>
Age 35 - 50	164	32%
Age 22 - 34	158	31
Age over 60	69	13
Age 51 - 60	58	11
Age 17 - 21	43	8
Age 12 - 16	<u>20*</u>	<u>4</u>
Total	512	99+%

Data in the last category should be discounted. For a variety of reasons discussed in the section on methodology, the survey was directed to those 16 and over.

Libraries are serving primarily (children excluded) adults from 22 to 50 years of age. Interestingly, those over sixty are more often at the

library than those between 51 and 60. It might also be noted that those aged 17 - 21 are not too well represented among public users.

There are certain kinds of materials public libraries can stock which may be of particular interest to the 17 - 21 year old: career materials; pop records and tapes; posters; "young magazines"; automobile magazines.

Question 17

Circle the last grade you completed in school:

<u>Level of Education</u>	<u># of Responses</u>	<u>% of Responses</u>
Four years of college	177	36%
Grade 12	134	26
Less than four years of college	129	25
Less than grade 12	48	9
<u>More than four years of college (not asked for)</u>	<u>24</u>	<u>4</u>
Total	512	100%

Of 512 persons, 330 attended or now attend college - a full 65% of those responding. It is clear that library users are, characteristically, well educated. The largest group of users (36%) attended college for four years, followed by those who completed high school or attended college 1 - 3 years. There is a sharp falloff in usage among those who did not complete high school. This is not unexpected; it is usual in such studies to find a high correlation between extent of education and extent of library use.

Question 18

Are you now going to school, either full time or part time?

<u>Responses</u>	<u># of Responses</u>	<u>% of Responses</u>
No	358	75%
Yes, full time	61	13
<u>Yes, part time</u>	<u>55</u>	<u>12</u>
Total	474	100%

Since a great many of the people who use the library are between the ages of 22 and 50, it is likely that many have the responsibility of raising children as well as working. The two activities together leave little time for schooling, either full or part time. This may be a reason for the great interest in adult education and cultural activities at the library, indicated by the responses to Question 27. Precisely because they are unable to continue with formal education, these people perhaps desire informal education at the library.

Question 19

Your occupation (if student give grade level or college level; if retired, state retired):

<u>Occupation</u>	<u># of Responses</u>	<u>% of Responses</u>
Professional	122	31%
Housewife	78	20
Student	62	16
Service and business	53	13
Retired	50	13
Trade	25	6
<u>Other</u>	<u>6</u>	<u>1</u>
Total	396	100%

The library user is most likely to be a professional, a housewife, or a student, and less likely to be businessman or retired person. There is little representation of other blue-collar workers. This is another major category of non-users.

Question 20

Is English the only language spoken in your home? If not, name the language other than English spoken in your home.

<u>Language</u>	<u># of Responses</u>	<u>% of Responses</u>
English	438	90%
French	19	
German	9	
Polish	8	
Spanish	4	
Italian	2	
Latvian	2	
Ukrainian	2	
Greek	1	all others
Czech	1	total <u>10%</u>
Finnish	1	
Slavic	1	Total 100%

The responses taken by themselves do not indicate a compelling need for foreign language materials. On the other hand, if libraries do not have any material in a foreign language, or do not add to collections in this area, foreign language speakers will not make use of the library and will not be there to articulate their need. This finding should be paired with Question 14's finding of a deficiency in foreign language material. This deficiency was mentioned fifteen times, a number above the median, and therefore should be taken seriously. Beyond native speakers, there are others who would benefit from having materials in foreign languages, for example students and businessmen.

Subscriptions to French, German, Polish and Spanish newspapers or periodicals might be especially helpful. The currency of these materials would make them especially attractive to native speakers and students. Even people with little proficiency in French or German can follow "Le Temps"

and "Der Spiegel" because the subjects treated are often the same as those covered in the American media, the pictorial material is appealing, and the articles are filled with "international" terms. Moreover, people may be interested in the differences between news presentation in the U.S. and in foreign countries.

While some libraries in areas of heavy ethnic concentration may subscribe to periodical literature, it might well for a regional library service to have available a few small rotating collections of records and periodicals in foreign languages. These could be circulated to libraries, which would publicize them and note the public's response, if any. Meeting special and minority needs should be a particular charge of a regional library center.

Question 21

Check the two most convenient times for you to come to use the library:

<u>Most convenient times</u>	<u># of Responses</u>	<u>% of Responses</u>
Weekdays, afternoons	236	26%
Weekdays, evenings	221	24
Weekdays, mornings	161	17
Saturday, morning	128	14
Saturday, afternoon	123	13
Sunday, afternoon	49	5
Total	918	99%

Although almost one-third of the responses favored weekend openings of some kind, four of the libraries were not open at all on weekends, according to their 1976 annual reports to the State. And, although almost one-fourth of the responses favored evenings, three libraries reported no evenings open. Patrons feel the need for more hours: in Question 28, the largest number of

of comments concerned insufficient hours; in Question 8, the second most frequently noted difficulty was "hours inconvenient." Yet, 19 libraries are open four or fewer days per week. In townships with more than one library, an effort should be made not to duplicate hours of opening - but to broaden the range of available hours and days.

Question 22

If the books or magazines you want are not available in this library, to the best of your knowledge will the library try to get them for you from another library?

<u>Responses</u>	<u># of Responses</u>	<u>% of Responses</u>
Yes	392	79%
Don't know	96	19
No	<u>7</u>	<u>2</u>
Total	495	100%

There are relatively simple ways to diminish the number who "don't know". Most obviously, large signs offering interloan service should be placed at the circulation and/or reference desks, on the card catalogue, and at the entrance and/or exit of the library. No other service is as central to a cooperative structure as interlibrary loan.

Question 23

Would you or anyone you know, or a member of your family use a bookmobile that comes to your area 2 - 4 times a month for about an hour each time?

<u>Responses</u>	<u># of Responses</u>	<u>% of Responses</u>
No	174	36%
Don't know	172	36
Yes	<u>137</u>	<u>28</u>
Total	483	100%

From this response, we would conclude that there is a "market" for a bookmobile. Our reasoning is as follows. Fully 28% of the respondents, all of whom are already users of stationary libraries, thought they or someone they know would use mobile service. An additional 36% are potential users. More important, a mobile will undoubtedly reach many who do not now use any stationary library. In our own rural, two county area of somewhat larger population but fewer libraries, mobile service circulates 100,000 items yearly. We would estimate a potential circulation for a bookmobile in Windham and Tolland Counties of 75,000 items per annum.

Mobile service could supplement the service offered by existing stationary libraries, many of which are open an insufficient number of hours. It could reach those not within convenient range of a library (more than 15 minutes driving time); it might reach some of those without cars; it could supplement school libraries by offering additional material, and by being available when stationary libraries are not - Saturdays, holidays, school vacations, and after school hours. In addition, a mobile is one of the most effective public relations tools a library can have. However, mobile service is expensive in terms of staff time and money. Bookmail, which we did not ask users about because we thought the concept would be unfamiliar to them, may offer a more manageable alternative. This subject will be further discussed in the section dealing with Outreach.

Question 24

Do you know of anyone who cannot make use of this library because they are handicapped, home-bound, or lack a car?

<u>Response</u>	<u># of Responses</u>	<u>% of Responses</u>
No	418	91%
Yes	41	9
Total	459	100%

That only 9% of the respondents know of such persons testifies more to the "invisibility" of the handicapped than to their non-existence. The handicapped are often only "known", i.e., thought of readily, by people professionally involved with them on a provider/client basis, e.g., nurses, social workers, clergy, doctors, pharmacists, opticians, and institutional personnel. Since such professionals are a small portion of those reached by our survey, it stands to reason that the "known" numbers of the handicapped is low.

People may know of disabled, isolated persons but not think of them as potential library users; they may not understand that architectural barriers in libraries may stand between the disabled and books. More will be said about this under Outreach. Suffice it to say that various estimates place the number at up to 5% of the total population of print-handicapped (the legally blind and people who because of other physical infirmities cannot turn the pages of a book or newspaper) and this represents only one part of the spectrum of handicapped.

Public transportation in rural areas is both infrequent and expensive. Given the limited number of hours many of the public libraries in Tolland

and Windham Counties are open, people lacking a car, or families where there is only one car (which may be in use by the wage-earner, while the mother is at home with her children) can be effectively shut out of library service. Yet these may be the very people (the "information poor") who most need what libraries can offer - in the way of "free" intellectual, cultural, and recreational stimulation. It may well be that the large number of aged in the population may translate into a relatively large number of infirm people, who are unable or unwilling to drive.

Question 25

Have you heard about the library through the media in the last six months?

If so, through what medium?

<u>Response</u>	<u># of Responses</u>	<u>% of Responses</u>
No	236	48%
Yes, newspaper	151	31
Yes, TV	71	15
Yes, radio	31	6
Total	489	100%

Almost half of the respondents had not heard of the library through any of the media in the last six months; clearly a public relations effort is needed. Every library should have been mentioned at least once in one of the media during that time. Of course, single or occasional notices do not impress themselves on the memory. "Repetition is the mother of learning." Each library ought to be in continuous contact with the media, informing them of significant acquisitions, services, books, and changes in programs, hours, or staff. If this is too difficult for individual small libraries,

a regional center should undertake to do it for them by providing "canned" releases that libraries can customize for local use. The frequent mention of libraries on TV and especially radio should also be noted. The ubiquity of receivers, the fact that visually and otherwise print-handicapped people may be entirely dependent on the electronic media may mean that if libraries are not getting through "on the air" they may not be getting through at all. The same is perhaps true with regard to people of limited literacy. The latter won't use the library if they don't hear about it or see it on the TV. The fact that the library is mentioned in the press may be insufficient.

The electronic media are often eager to carry items, if not entire programs, provided by libraries, if only to fulfill certain minimal public service requirements necessary for license renewal. Librarians might offer themselves for interview on talk shows, where they can discuss services offered by their institutions. It may be more important that the library gain attention in the mass media than in the "class media." The latter, educational radio and television, the cable, are likely to be heard and viewed by the same people who already use the library, while non-users perhaps are more apt to be tuned in to commercial stations. No doubt, the competition to get on the mass media is more intense, but the gain is likely to be greater. It may be possible to involve public relations organizations or the people who do public relations for major area businesses in the effort to appear on the electronic media. Some such people may be interested in doing "pro bono" work for a regional library cooperative. When libraries recruit board members, they might look for people with public relations experience and skills.

Question 26

Which of the following materials would you be interested in borrowing from a library?

<u>Types of Materials</u>	<u># of Responses</u>
Phonograph records	216
Cassettes (audio)	78
Art prints	71
Maps	62
Tapes (audio)	59
Music scores	56
8mm films	40
Super 8mm films	38
Large print books or magazines	36
16mm films	32
Sculpture	29
Other*	13

The overwhelming favorite is phonograph records. And Question 3 indicated how very few of these were circulated. Apparently, few were circulated because few are available. If one adds the requests for audio cassettes and tapes to the request for records, it becomes obvious that a great demand for audio media exists. Nothing surprising here: most homes have record and/or tape players. Presumably, what is particularly wanted is music, and if we link this with the request for music scores and the request for music books (the second most requested subject category according to Question 14) a distinct message comes through. It is hard to see why libraries should not be more responsive to public demand in this area.

The "generation gap" in music is important to bear in mind. If libraries entirely ignore rock music they will lose their younger clientele. Rock records and cassettes may "disappear." Still, a library ignores them at risk of becoming "irrelevant" to the "younger generation."

The circulation of framed art reproductions by libraries for use in homes and offices is by now firmly established. Regional rotating collections might be started to augment resources presently available. Available film resources will be commented on at length in another section. Note should be made of the request for maps: geologic survey maps, road maps, and atlases. All are likely to be used, and many are available very cheaply.

Question 27

Here are some other services that are available in some libraries. Which, if any, are you definitely interested in using?

<u>Services</u>	<u># of Responses</u>
Photocopying machine	187
Adult education classes	168
Movies for the general public	160
Children's programs such as story-telling, magic or puppet shows	156
Art exhibits	144
Concerts and other musical events	143
Lecture and discussion groups	135
Quiet study area	101
Reading or hobby clubs	94
TV	22

We do not know how many of the libraries have photocopying machines and whether those that have them make them available on a cost basis to the public. We would strongly recommend that all libraries try to obtain a machine by buying one, leasing one, or providing space for a commercial service to install one in the library. This is a tremendous traffic-builder in many libraries. Cost of a machine that is purchased can usually be recovered by fees in a short time. The provision of cheap photocopying facilities facilitates the transmission of information and

and ideas - which is what libraries "are all about." A copyright warning notice should be posted on the machine, of course. A photocopying machine may reduce the likelihood of theft and of users tearing pages out of reference books.

We are struck by the public's hunger for cultural programming of every kind. Children's programming is an absolute must. Storytelling is a tried and true method for motivating children to read. The children's consultant provided by a regional cooperative could train staff members, interested board members, or volunteers from every library in techniques of conducting story hours.

Question 28

We would appreciate your comments and suggestions on how library service may be improved.

<u>Subject</u>	<u># of Comments</u>
1 - General satisfaction with library	79
2 - General satisfaction with staff	45
3 - Miscellaneous suggestions*	37
4 - Hours (more needed)	29
5 - Space (more needed)	23
6a- Money (more needed)	19
6b- Collection (more books needed)	19
7 - Not enough current books	16
8 - Parking not good	11
9a- Collection satisfactory	8
9b -Interlibrary loan appreciated	8
10 - More magazines needed	6
11a- Interlibrary loan takes too long	5
11b- More or better Public Relations needed	5
12 - Bookmobile needed	4
13a- Children's programs needed	2
13b- Staff bad	2
14 - Location poor	1
14 - Films needed	1
14 - Weeding needed	1
Total	321

A surprisingly large total of 217 respondents out of 512 (42%) took the time to make comments. Many commented on more than one topic. There were 321 comments in all.

The first thing to note is the general satisfaction with libraries, library service, and the staff expressed in the comments. The single most-mentioned area for improvement was the lack of sufficient hours of opening.

The second most mentioned need is for additional space. There is statutory state aid for construction, but none has been forthcoming to the public libraries in this region. Library building has languished. Just as schools are coming to be viewed as over-built, libraries may be perceived as under-built. More will be said about this later.

If one were to add the comments under 6b to those under 7, it would seem that there is some dissatisfaction with collection adequacy and currency. Even if 9a is subtracted from the combined total, 10 should be added. Addition and subtraction of comments under collection adequacy would yield a negative balance of 33 comments, i.e., 33 suggestions that more or better materials are needed making this the single most identifiable inadequacy. We have made note previously of considerable public dissatisfaction with parking.

It is gratifying to see that some members of the public would support additional funds for libraries at local, state, and national levels - for libraries are not perceived by the public as being over-built or over-blown institutions, nor are librarians perceived as over-paid. Nor do people feel that libraries have "failed" as schools and formal education are said by some to have done.

The overwhelming number of patrons who took the time to write comments in response to Question 28, love their libraries and librarians. Warm phrases of tribute, appreciation and affection abound. As one reader put it, "It's the friendliest place in town." And readers testify over and over again to the efforts of staff to obtain information of any type on any subject. One librarian is called "super". Concern is expressed that another librarian not leave because of inadequate pay.

Several people say they would be happy to have their taxes raised to pay for improved library service. And, those who comment on inadequacies are careful to say that the staff is doing the best possible within budgetary and space limitations. Any number say that they like their "little" libraries, precisely because they are small, friendly and give very personal service. What follows is a sprinkling of quotes and paraphrases, to give some notion of the flavor and range of comments.

*Air conditioning needed.

*Interloan not speedy enough.

*Book discussion groups needed.

*A large outside sign to tell people where the library is would be useful.

*The building should be painted and repaired; the grounds better cared for.

*Parking problems make it difficult to return books. Book drops needed (not only at the library.)

*Water cooler needed.

*Library should have a chess set for use in building.

*A directory of area libraries would be useful.

- *Flood lights outside the building would be helpful.
- *Rest rooms should be open so that patrons don't have to ask for a key.
- *Security system needed to keep books from disappearing.
- *Would like to see the library become more of a community center.
- *Would like to see a section of "staff recommends" books.
- *More specialized magazines wanted, i.e., scientific.
- *Would like to see fiction categorized by subject, i.e. business, engineering. (Since few readers think to ask librarians about this and do not know about the Fiction Catalogue and how it might help, occasional displays of fiction by subject might be appreciated - Surveyors' comment.)
- *When people are told how many reserves for best-sellers precede this request, they should also be told how many copies are owned/ on order by the library.
- *I would encourage the library to extend borrowing privileges to other UConn students. (I understand an exception was made in my case)."
- *Older non-fiction books should be thrown out.
- *The state should help our library get grants to improve its facilities.
- *Everything is jammed on the shelves.
- *Put in washing machines and dryers so that people can do their laundry while they browse.
- *"Money for books and libraries are an investment, not just another expenditure."
- *"We get what we pay for!"
- *Need more recent material, especially on subjects which get dated quickly.
- *Need more reference materials; need up-to-date reference materials (stated over and over again).
- *Especially appreciate the play area with toys; keeps the children quiet.
- *Need a smoking section and a "buy, sell, trade" bulletin board.

*Library boards should organize in concerted fashion to inform people of the importance of preserving and augmenting libraries for the use of future generations. Financial and political support of these institutions, which preserve our cultural heritage, needs to be organized.

*"When will the audio equipment start functioning!"

*Need more time to read books borrowed from the state and other libraries...often required to return books in two weeks when some types of books can't be read in that time."

*New books should arrive more quickly.

*"Feel this survey is an excellent idea!"

*It would be nice to be able to check out reference books for a longer time (if they are allowed out, it is for 24 hours.)

*Children's programs should be at the same time as adult programs, or else babysitting should be available on premises."

*Coordinate books with movies, magazines, and reference materials on the subject as a way to broaden knowledge of the area covered.

*Programs lacking for the pre-schooler (3 - 5 years).

*"Have been using the library.../since/ 1952. As I am an avid reader, I come at least twice a week. I enjoy detective and suspense stories. Have got home and found that I have already read the book - this is due to editions 10 years old. Are you keeping books too long? I don't refer to classics which are always re-readable. Sometimes I have so enjoyed a book and wish to read more by the same author. Have been disappointed to find nothing else, although the author has written others. I hardly ever get a best-seller due to reserve list."

*Would suggest local publicity via WILI radio... one week mention 10 cookbooks in library, next week 10 Caribbean travel books... and keep records of whether radio exposure increased borrowing."

*Library should have readily available: Capsule book reviews of new releases; New York Times Book Review; best-seller lists should be posted; lists of new books available should be reported.

*"Need help in culling older books and means of disposal of them that wouldn't make us feel guilty about discarding them." (How about selling them to raise money to buy new books? - Surveyors' comment.)

*Our library is located on the second floor; an elevator...would involve large expenditure...

*There should be better service in providing 16mm films - if a date is confirmed for film arrival, then it should be honored or a phone call made to the library explaining the delay and stating when it will be available."

*"I enjoy the periodical section but would like to see Village Voice, Boston alternative papers, Monthly Review, Guardian, and some film journals stocked." (On another page of the questionnaire this patron complains that there are no newspapers or magazines that deal with socialism or Marxism.)

*A reader who did not respond to Question 13 writes: "I would be happier if elementary school teachers put books on reserve when they assign students projects requiring research. My child frequently finds that all pertinent books are checked out by others who got to the library before he did."

And finally, this comment which precisely because it is written with good will gives an unwittingly devastating characterization of typical collection inadequacies.

"The library is excellent for general reading materials. The book selection is rather lopsided and favors fiction and "housekeeper" selections (cookbooks, hobbies, child care, housekeeping). But this isn't too serious a drawback because its purpose is not !! to fulfill reference needs."

DIRECTORS' QUESTIONNAIRE

The Directors' Questionnaire was devised early in this study to get an overview of librarians' attitudes and ideas on cooperation and their perceptions of service in their own libraries. It was meant to be used along with selected interviews, and also to provide those librarians who could not be visited a chance to express opinions about library service as offered in their towns.

The structure of the questionnaire was purposely open-ended in order to stimulate ideas rather than to suggest them. Also, since the one questionnaire was used for all types of libraries in the region, it had to be as general as possible. (A sample of the questionnaire is found in the Appendix.)

The first two questions, therefore, request identification of existing cooperative ventures without specifying the types that were known to be in effect, trying to identify area librarians' awareness of and participation in these ventures. The third question required a listing or statement as to what librarians thought other libraries might have of use to their local users and what they, in turn, had to share. The fourth question is a listing of specific cooperative projects that have been used successfully elsewhere - some of which are already available in CLSU3. Having worked through some existing cooperative ventures in the region and specific possibilities, questions 5 and 6 seek over-all feelings about cooperation in general - its advantages and disadvantages. "Cooperation", like motherhood, is a virtue that is difficult to criticize. Yet it is the concrete attitudes

towards this abstract concept that will ultimately determine the success or failure of the endeavor as a whole. The fears or skepticism of librarians about cooperation as well as the possible benefits they would hope to achieve must be considered in the design of any structure.

The rest of the queries on the Directors' Questionnaire were directed towards the specific library services offered by the respondent. Responses to these questions were primarily to be used in visits to libraries and in relation to the Users' Questionnaire administered in public libraries.

In tabulating these questionnaires, in order to quantify responses in some way, a certain amount of categorization was applied to the more open-ended questions; that is, similar statements were grouped, regardless of specific wording, so that trends and more general concerns are identified. Also public, school, academic and special library responses were tabulated separately in some instances to identify varying needs by type of library.

There were 31 responses from public libraries, 31 from school libraries, and 6 from academic and special libraries, for a total of 68 responses. Several librarians listed more than one idea or preference for some questions.

RESULTS

1. Are you now engaged in any cooperative endeavors with
 - a) libraries of the same type as your own?

	<u>Yes</u>	<u>No</u>
public	19	12
school	10	18
academic/special	6	0

For public libraries the primary group cited was the swap group; for schools, special arrangements with other nearby schools were referred to most often. This was the case with colleges and universities, as well.

b) with libraries of another type?

	<u>Yes</u>	<u>No</u>
public	15	14
school	17	9
academic/special	4	1

Nearby public libraries (in the case of schools) and schools (in the case of the public libraries) and the WCSC were the groups most often mentioned in this category.

c) with other community agencies?

	<u>Yes</u>	<u>No</u>
public	7	19
school	1	17
academic/special	2	2

Agencies or groups stated varied, including senior citizens groups, historical society, League of Women Voters, Chamber of Commerce, UConn's film service.

2. Are you a member of any regional or any other cooperative organizations or networks?

	<u>Yes</u>	<u>No</u>
public	23	8
school	16	9
academic/special	5	1

ECLA membership is cited by all types of libraries. Public librarians listed the Eastern Connecticut Film Circuit (now the Southeastern Connecticut Film Service), the Connecticut Union Catalog, the Fiction catalog at WLSC, use of WLSC itself, and cooperation with Connecticard and ILC. Schools primarily participate in NARES/Project Connect with some mention of WLSC and the Northeast Corner libraries Union List.

3. What resources would you like to obtain from

- a) public libraries
- b) school libraries
- c) college libraries
- d) special libraries
- e) other agencies
- f) Connecticut State Library
- g) Willimantic Service Center

Overall, combining responses from public and school libraries, the following general areas were listed most frequently.

Interlibrary loan, access to books in other collections	74
Periodicals	7
AV materials, including films	40
Reference material and service	16
Special services, such as posters, programs, etc.	14
Consultant services	8
Workshops	6
Union lists or exchange of accession lists	5

All librarians see other libraries of all types as being primarily useful for access to more books. The book collections, with their respective specialties, are mentioned the most. Public library specialty is seen to be fiction and recreational reading; school libraries, curriculum materials; academic and special libraries, specialized research resources. Other agencies are not seen to have much of value to libraries - at least not much is cited as being desirable from them, except some pamphlets and occasional reports. Desired items from the State Library and WLSC overlap considerably, including consultant service, interlibrary loan facilitation, workshops, AV materials (especially films), continuation of existing services, and expansion of collection size at WLSC. Public librarians also seem to believe school librarians have access to advance notice of assignments and would like to have this shared. School librarians tended to deny such knowledge during interviews.

3.b. What could you offer in turn to

- a) public libraries
- b) school libraries
- c) college libraries
- d) special libraries
- e) other agencies
- f) Connecticut State Library
- g) Willimantic Service Center

Responses in this area were much more sparse than in the first part of this question:

Interlibrary loan cooperation, i.e. offering access to the collection	55
Participation in Union lists	8
Reference collection and service	5

The general attitude seemed to be either "anything I have is yours", or "we're so small I have no idea what we could offer", or silence on the question. To the State Library and WLSC, cooperation with interlibrary loan and "encouragement, backing, and constructive criticism" are offered.

4. What would you consider to be the most useful kind of cooperation to
a) you as a librarian:

<u>% of Total Responses</u>	<u>Public</u>	<u>School</u>	<u>Academic/ Special</u>
57% consultant service	19	15	5
46% grantsmanship assistance	15	12	4
43% newsletter for the region	15	11	3
43% workshops for staff training	18	9	2
34% union catalogs	11	8	4
31% public relations assistance	12	7	2
29% joint acquisitions plans	10	6	4
24% centralized processing	6	9	1
12% storage of materials	7	0	1
10% other	3	2	2
7% automated services	3	2	2

There was general agreement among all types of librarians - 57% of all those replying - on consultant service being of use to them. Grantsmanship assistance is the next highest, with 46% of those responding checking this, followed closely by a newsletter for the region and workshops for staff training. This indication of a need for better and more communication, and specialized assistance, was later verified during interviews. It was also discovered during the interviews that some items which were selected less frequently, such as centralized processing, are either unknown to many librarians in this region or misunderstood.

4.b. Useful kinds of cooperative activities for library users, as perceived by librarians:

<u>% of Total Responses</u>	<u>Public</u>	<u>School</u>	<u>Academic/ Special</u>
68% Interlibrary loan	25	16	5
56% Access to a film collection	19	18	1
50% Telephone references	18	13	3
40% Photocopying	15	10	2
29% Programming for children	14	6	0
26% Books by mail	16	1	1
25% Media banks (e.g. video)	8	6	3
22% Special services (e.g. handicapped)	10	3	2
13% Programming for adults	9	0	0
12% Access to data banks	3	0	5
9% Microforms	0	4	2
4% Services to business	2	0	1
4% Other	2	1	0

Although there was strong agreement among librarians of all types on the first part of the question (cooperation useful to themselves as librarians), the priorities shown in this part of the question (benefits of cooperation for users) reflect to some extent the differing clientele served by each type. Interlibrary loan is selected as a top priority by public and academic libraries and is a close second among the schools. Access to a film collection is a primary concern of school librarians and second on the list for their public counterparts, while only one academic librarian indicated this item. Telephone reference service ranks next in line. Only the academic/special libraries listed access to data banks as a top priority. Books by Mail was ranked fourth by public librarians and hardly at all by the other two types of libraries, again reflecting the more general population served - or intended to be served - by public libraries, including the homebound. Media banks, such as video, were seldom selected by public librarians, much more so by the educational institutions more likely to have or be familiar with hardware for this resource. Photocopying was selected fairly regularly by all, which co-relates with the results of the User Questionnaire. There is little interest in special service for the business community.

5. What do you see as the greatest pitfalls in cooperative endeavors?

The responses to this question were quite similar among all types of librarians and are therefore grouped together into one list in order by the number of times the concern was expressed.

CONCERNNUMBER OF
TIMES EXPRESSED

Funding and related continuation of any structure designed or endeavors begun.

12

"Adequate funding. Most cooperative ventures begin on a strong note but within a few years funding is decreased and the services are either terminated or watered down to a point of being worthless."

"Lack of state funding in future will end this whole endeavor in a hurry."

Time required to participate in cooperative endeavors.

12

Librarians who do not now have enough staff to maintain basic operations do not see how they can find the time to "cooperate", in terms of attending meetings for planning or just communication. They also realize that cooperative activities sometimes mean additional activities to that which they are already doing. School librarians find it difficult to get release time during the school day, a point strongly reiterated during interviews, while public librarians, if part-time, are not often paid for attending workshops, in either time or mileage, nor substitutes hired to keep their small libraries open while they participate in regional activities. During an interview one school librarian stated she was generally pleased with Project Connect materials and with having this delivery service, however she has no time to do anything with the materials.

CONCERN

once they arrive. She has time to facilitate the process up to a point. Those who have ordered items "just help themselves" when deliveries arrive. Indications are that whatever ventures are embarked on must have adequate staffing attached to perform the work engendered.

Overuse of services and resources resulting in unavailability of materials when needed.

10

This concern is expressed as stated above and also in a number of other ways; including protection of resources built up at great cost in time and money from being over-run by "have-nots", and too much pressure on already inadequate resources.

Paperwork and red-tape.

9

There is a strong desire to avoid any more complications in providing service than already exist. Use of forms and changing procedures and policies now cause some confusion. One librarian who expressed some skepticism about cooperative projects in general put it in these terms: "...do not feel cooperation needs to be directed, filled out in triplicate or bound in red tape. We don't study it, analyze it, plan it or fund it - we just do it."

Control of materials

9

The fear of losing resources loaned to other institutions is most strongly felt by school librarians.

CONCERNNUMBER OF
TIMES EXPRESSED

who perhaps have not had as much experience in the interlibrary loan "marketplace" as public and academic librarians, or whose regular clientele (young students) have fostered this fear in them through bitter experience.

Distances between cooperating libraries in CLSU3 and related delivery of materials among them.

6

Other areas of concern expressed less frequently include the following: great disparities among libraries in the region, duplication of services available elsewhere, irrelevance of such projects to small libraries, small libraries being overshadowed by larger institutions, larger institutions being over-run by smaller, demanding ones. One category was listed by some as a pitfall of cooperation and by others as a benefit, that of overcoming "pettiness" or "entrenched attitudes" or "provincialism" among possible participants.

The responses to this question may be seen as an expression of fear of the unknown, untried, and untested but must also be taken as a reflection of the actual experience of librarians in this region.

6. What do you see as the greatest benefits of cooperative endeavors?

Again, there is agreement among all types of librarians, albeit in very general terms:

BENEFITNUMBER OF
TIMES EXPRESSED

Access to a wider range and greater number of resources and services.

28

Cost-sharing on expensive items otherwise not afforded at all by some and resulting in a saving for others

16

BENEFITNUMBER OF
TIMES EXPRESSED

Contact with other librarians; "development of a much more aware professional group"

13

Continuation of existing appreciated services, such as WLSC, Connecticar, Connecticard, and ILC.

4

Other items mentioned included a better public image for all libraries, time-saving aspects of cooperation ("specialized reference librarian saves us searching"), and "breaking down existing barriers between school and public libraries."

7. What are you most proud of about your library?

Public libraries reported the following:

ITEMNUMBER OF
TIMES REPORTED

Staff and relationship with patrons

10

Atmosphere (cozy, friendly, suited to local needs)

7

Good service

6

There were a total of 50 widely varied answers, some very general and some specific ("well-lighted"). Only 3 public librarians referred to their children's collections or services. Other items listed included: interlibrary loan service, hours, service to homebound patrons, book-mobile, the building, local history, quality of the book stock, and the fact that the library is entirely privately funded.

School libraries reported the following:

<u>ITEM</u>	<u>NUMBER OF TIMES REPORTED</u>
Facilities and general atmosphere	7
Administration, faculty, and staff cooperation	3
Size and variety of collection	3
Heavy usage	3
Reference collection	3
Others: library skills program, speed of processing, production ability, circulation system	

Academic and special librarians referred to collection strengths, staff capabilities, general service attitudes, and facilities.

8. What do you believe to be its greatest need?

Public libraries:

<u>RESPONSES</u>	<u>NUMBER OF TIMES REPORTED</u>
More space	16
More money	11
More staff	5
More reference material	3
Staff training	3
Indoor plumbing	2
Others: our own bookmobile, update of books, programs, publicity, displays, continuation of ECLA Reference Service and WATS line, more hours, films, a way to reach non-users.	

Throughout most of the responses was the understanding that the first three items on the list (space, money, staff) were inseparably related to each other and other needs.

School libraries:

<u>RESPONSES</u>	<u>NUMBER OF TIMES REPORTED</u>
AV (various media)	7
More recent materials	6
Money	5
Staff	5
Space	4
Specific sections of book collections	3
Photocopier	1
Better materials control	1

Academic libraries, too, seek funding for building collections, space, and for more adequate staffing.

9. If you had to isolate those features which are distinctive about your library...what would they be?

Responses were unique, as should be expected, but clustered into the general categories of special collections, local practices and services. At some point in the future of regional library activities a very specific questionnaire dealing with this question should be distributed again to all libraries and a "directory" of unique and no-longer so unique features published - perhaps as a newsletter -

as a means of letting the region know about collection strengths, availability of specialized equipment, exhibit material available for loan within the region (public and academic libraries especially tend to receive bequests of historical and unusual collections), regular programming or special service ideas, and successful practices from which others might learn, such as various loan periods, charging systems, or fine-free systems.

10. Do you feel adequately supported by your:

	<u>Yes</u>	<u>No</u>
Town	11	24
School	8	15
State	9	24
Other funding agencies: Endowments, Title IV, private school	4	3

(All types of libraries included)

11. What groups in your area least/most use your library?

	<u>Least</u>	<u>Most</u>
Adult males	10	5
Adult females.		18
Young adults (19 - 30)	11	3
Teenagers	12	6
Children (5 - 12)	2	16
Preschool children	3	12
Elderly	4	10
Foreign language speaking	7	
Other ethnic groups	5	
Handicapped	12	
College graduates	2	6
Disadvantaged	7	
Other	2	

This question is primarily applicable to, and was intended for, public libraries. Most schools chose not to respond, or simply indicated the age level of attendance at that school. Academic libraries tended towards the young adult and adult population group, as expected. This question is best seen as it related to the User Questionnaire results on age levels of library users.

12. How would you go about reaching those who least use your library?

<u>SUGGESTED METHOD</u>	<u>NUMBER OF TIMES MENTIONED</u>
Publicity (in standard media)	11
Programs	8
Exhibits	2
Other: Bookmobile, Friends of the Library, newsletter, Book Fair, better materials to attract non-users.	

Ideas and methods of outreach to non-users are needed. Librarians tended to think more in terms of public relations methods - with which more must be done, as indicated in the User Survey, and less in terms of outreach activities like the bookmobile or bookmail. Perhaps this is because they feel threatened by them, or have had little experience with them.

13. How would you rate your library in the following areas:

(All types of libraries combined)

	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Building	28	15	11
Financial support	13	26	13
Book resources	25	24	4
Other media resources	9	16	25
Number of personnel	12	25	14
Public relations	23	18	10
Community support	20	15	8

The only category in which the majority of all types of librarians rated themselves "poor" was "other media resources". There was no other category with any general agreement or trend.

14. Further Comments:

These varied from no comment to several typed pages. A few quotes stand out:

"Our biggest problem is, I think, the low level of expectation of library service. The community is not used to getting much information - the library is for nice people who like to read. But as a source of appropriate information for real decision-making - that's not expected."

"I do not feel this questionnaire was pertinent to a library of our size. Our real needs are so basic that the questionnaire never even hints at their existence."

"Our elementary school programs were greatly affected by the withdrawal of use of children's films by the Connecticut State Library Film Service."

"It would be a major breakthrough for school boards to allow the sharing of our material..."

"I believe that any regional effort in Connecticut has to be tied into a state-wide plan or program or it will eventually be defeated. The State Library began statewide programs such as the Library Service Centers, Connecticut, last copy depository, film service, and inter-

library loan, but all of these, except Connecticut, have been greatly weakened and reduced in the past few years. Thus, it seems to me, that these CLSU's are being pushed to achieve goals that the State Library was either unable or unwilling to do itself, and I fear that these units will evolve as competing power structures which will not enhance or further library service."

POST-SCRIPT TO USERS' AND DIRECTORS' QUESTIONNAIRE

Although library users are satisfied with much which is available to them through their libraries, there are some ways in which the additional materials and services users say they're interested in could be provided. Obviously, libraries have the same resource problems as other agencies: the money available goes just so far. So, too, does the time of the people working in local libraries.

What might be a way to help local libraries provide additional services and materials to their users, and at the same time get at some of the concerns of librarians themselves as expressed in the Directors' Questionnaire? We think that an adequately staffed regional cooperative could do this, especially now that state funds have been earmarked for CLSU's. In other words, a cooperative could provide help for libraries in the region to do things which individual libraries themselves cannot do. A start toward this has been made by WLSC. As many of the librarians themselves

said, they would like expanded services of the type the WLSC has offered in the past.

What specific problems, as identified by either users or librarians, could be met by a regional cooperative? As indicative only, consider the following chart. The problem on the left (as identified by user or librarians) could, we feel, be helped by the regional cooperative's activity on the right. Are there problems or concerns we've left out? Yes, there are. The main point is: a regional cooperative can do much for the libraries that they can't do for themselves, and in the process help improve service to users.

WAYS IN WHICH A REGIONAL COOPERATIVE
MIGHT HELP SOLVE PROBLEMS IN MATERIALS/
SERVICES IDENTIFIED BY LIBRARY USERS
AND/OR LIBRARIANS

PROBLEM

HOW COULD A REGIONAL COOPERATIVE HELP?

- | | |
|--|--|
| <p>1. <u>Types of materials</u>
lacking in library;
e.g. phonorecords,
tape cassettes,
magazines</p> | <p>1. Prepare checklists of standard types of materials with indication of the extent of duplication needed; help prepare phased plans for obtaining such materials; obtain grant funds for starter collections and special collections.</p> |
| <p>2. <u>Subject areas</u>
lacking in library;
e.g. music,
business, science</p> | <p>2. Prepare and distribute subject area order lists (both retrospective and current) from which the libraries could purchase. Local librarians are spared the time of identifying materials in such areas themselves.</p> |

PROBLEM

3. Only 29% of library users are male.

4. Many people unaware of services and materials the library now has.

HOW COULD A REGIONAL COOPERATIVE HELP?

Bibliographical resources would be more extensive at a regional cooperative.

Small incentive cash grants might be apportioned to each library by the regional for buying some basic items in areas where they are lacking.

3. Prepare lists of materials and subjects to appeal to male readers, and see that this is coupled with publicity so that it's known that the library has the material. "At the library? AT THE LIBRARY!" Also help convince Town Boards to appropriate funds that will enable libraries to stay open more hours, especially evenings and weekends when more males are able to use libraries.

4. A planned, regional publicity program on a continuing basis, which would include, but not be limited to, the following: "canned" or "fill-in-the-blank" news releases which all local libraries could use; a sign or poster printing service for professional looking signs at low cost; sample booklists or program announcements;

PROBLEMHOW COULD A REGIONAL COOPERATIVE HELP?

- preparation of brochures or flyers for handout which mention library services; write, edit and distribute a regional newsletter; arrange for on-the-air interviews of librarians and announcements of services.
5. Need for more children's programming.
 5. Have a staff person from the cooperative run workshops on how to present pre-school story hours and also perform some at libraries on a rotating basis; prepare Vacation Reading Club materials for use by all interested libraries, so they do not, individually, have to do this; use area-wide publicity on behalf of all libraries for such programs.
 6. Lack of building space.
 6. One staff person from the cooperative could function as a "building consultant" upon whom the libraries could draw for help in designing building additions, planning for space needs, and aggressively investigating and helping to file for construction grants. In the interim, assist libraries to weed collections, thereby creating space.

PROBLEM

7. How to apply for grants funding.

8. In-service training of librarians.

HOW COULD A REGIONAL COOPERATIVE HELP?

7. Coordinate workshops and disseminate information on the grant getting process, from needs identification through proposal writing, and including funds administration; help libraries launch local fund drives.

8. Organizing and coordinating workshops to deal with topics of concern: basic reference, the reference interview, budget preparation and justification. Convincing local boards and/or administration that attendance at such workshops is important for service to the community or students.

The list could go on. We simply wanted to show that there are specific, documented concerns of both library users and librarians which can be helped in specific ways by a regional cooperative providing consultant, planning, and support services for all the libraries of the region.

Libraries often expressed the fear that cooperation takes too much of their limited time. We hope we've indicated briefly forms of cooperation in which area libraries are able to function as consumers of services, without having to give much of their time to running them. A regional cooperative should be able to provide the necessary support services so that local libraries can do what they do best: public service.

By cooperation, then, we do not mean merely borrowing each other's resources. We mean the formation of a true regional cooperative whose benefits, services, and expertise will provide leadership to help area libraries meet recognized standards of library service in buildings, collection development, hours of opening, and staff training.

INTERVIEWS: TELEPHONE AND IN-PERSON

In the course of this study a total of 67 interviews were conducted, either by the phone or in-person, of officials, lay people, and library personnel of all types of libraries. Library personnel to be interviewed were, in some cases, selected by the Governing Board of CLSU3 but in most cases were selected by the Survey Team. Selections were based on the following factors:

- a) Geography - A representation of individuals and institutions from throughout the CLSU3 region was considered desirable because of the size of the region and the disparity in economics, population, and distance from major centers.
- b) Awareness or involvement with ECLA or CLSU activity in the region - A balance was attempted between those who seemed to have considerable background and information on regional activities and those who were somewhat more isolated. We purposely selected from among those who were quite vocal in expressing opinions on regional activities in the library field, those who were more reticent but

did either attend a meeting or return questionnaires, and those from whom we had heard nothing.

We began the interviewing schedules with librarians in the region, using somewhat structured interviews; that is, with a format of questions to be asked and a body of information to be discovered. It was soon determined, however, that the uniform format had to be abandoned because of the unevenness of experience of interviewees. We also found that informal "discussion"-type interviews yielded some directions unanticipated from the initial questionnaires - some opinions that were talked about but not written down, and fields to be explored otherwise not found in our previous research. Time limitations also governed the amount of information which could comfortably be discussed: time of the Survey Team members who had to cover as much area and as many interviews as possible, and of the librarians who agreed to leave their duties for a while to share information with us.

Areas of information, covered in varying degrees in interviews, included the following:

- a) Background and information on this study: "Why are we here?" including ECLA history and development, CLSU concept, instruments used in this study.
- b) Specific information on local services and materials.
- c) Existing cooperative activities.
- d) Existing state and regional services - awareness of such, use of and experiences with each. (ILC, films, WLSC, NARES, etc.)
- e) Potential cooperative ventures and interviewees' reactions, perceptions of need in various areas, as well as pitfalls feared by librarians.

- f) Specific information as related to types of libraries, such as use of Title IV funds in school libraries/media centers and staffing patterns in schools.

RESULTS

The interviews having been quite diverse according to the background of the interviewers or according to tangents - productive and otherwise - which were touched on, it is difficult to quantify results of these sessions. The Survey Team, in discussing the interviews and comparing notes, can, however, isolate dominant themes that recurred most frequently as well as cogent remarks which seemed to touch on problems many people were experiencing but not expressing.

Recurring themes among CLSU3 librarians of all types of libraries include the following:

- a) Apprehension of control of any cooperative ventures by bureaucracies, resulting in slow, cumbersome procedures, red tape, depersonalized service, lack of relevance to smaller operations.

A certain skepticism was expressed that any structure could operate without becoming too complicated, and therefore time-consuming, to be of real use. There was also a concern that a regional structure would become too far-removed from what librarians think are their real needs at this time. One person saw State money as having too many "strings attached" and therefore inter-

fering with local autonomy, which is of utmost importance in her view.

- b) Need for information on all levels - better communications from State Library and State level service agencies: means of communications and interaction with other librarians in the Region.

Communication with other librarians in the region was a need expressed in the interviews with all types of libraries. Meetings were less popular than a newsletter, primarily because of the attendance time involved. "I can't get release time", "they won't hire someone to keep my library open while I'm gone", and "I can't usually travel that far" were the most common arguments against meetings, although the need to get together occasionally with someone else in library work was almost unanimously expressed. Several librarians stated, for instance, at the end of the interview that it was nice to have the Surveyor there because this presented an opportunity to talk with someone about library matters. A Newsletter for the region was also enthusiastically supported, with two qualifications voiced: "as long as it doesn't get just 'cutesy'" and as long as it remains relevant to the region.

Among school personnel, the lack of information about state level activities was most vividly demonstrated by the fact that in response to the question "Who is your State level contact person", only three individuals out of seventeen interviewed in school libraries were aware of the current State Director of Instructional Media. The rest answered either as did one person who said "No

one represents school libraries in Connecticut and it's a crying shame" or else they cited the now retired predecessors. One librarian wrote in a follow-up letter "Only today did it begin to hit me just how badly I needed to talk to another professional, raise some questions, and find out that many others are as ill-informed as I and yet are searching for means of good professional communication!" Indeed one of the items that took up quite a bit of interviewers' time was introducing this Survey to librarians in the Region.

- c) Need for access to various expensive materials, such as films or periodical backfiles.

More often than not when asked about use of films, librarians either apologetically replied they don't use any because of cost; or that they use them from one source or another but need more and can't get them because of cost; or (in a very few cases among public libraries) stated they felt the State film service, given enough lead time, or the Eastern Connecticut Film Circuit were quite satisfactory. The great majority, however, felt a need in this area. Several librarians stated that the cost of a film cooperative or the University of Connecticut film service was too high but didn't know what those costs were. Some felt that any cost was too much for their budgets.

- d) Need for more time - to do their own jobs better, to allow for extra cooperative activities, to deal with users more.

The prevailing attitude was that cooperation, while a "good thing", takes time and results in more work to do. In discussion, some librarians conceded that some cooperative projects might actually result in time-savings for them. One librarian was favorable towards present cooperative projects, such as Project Connect for special education and guidance material. However, she has time to do and will, therefore, do what she must to facilitate the loan of these items, but "They just have to help themselves when the books arrive."

- e) Appreciation of and continued need for some existing service such as WLSC, ECLA, Reference Service, and Connecticut.

The use of the Service Center collections is such a fact of life among most public librarians that many didn't know what to say about it, taking it quite for granted. "I just call the Service Center and they help me" one librarian said with surprise when asked where she would turn for advice. Others see the Service Center solely in terms of its collections to supplement their own - but find this a necessary resource. Schools are much more ambivalent, given the unevenness in the history of WLSC's service to schools. "WLSC has changed in the past couple of years. I used to use it, and suddenly I couldn't. Then last fall I called and I could borrow books again. I don't know what happened but I sure can use the books." The CLSU Reference Service is known to most, but not all, of the librarians interviewed. Those few who heard of it for the first time from the interviewer

made note of the name of the reference librarian and the number.

"I'll probably be using it because every time I call Library Line it's busy", said one. Those who have used the Reference Service seem to share the opinion of the person who said simply "It's the greatest." As for Connecticar, aside from a number of specific procedural problems, it, too, is appreciated and almost taken for granted. "Couldn't get along without it" and "It should come more often" are two typical comments from public librarians.

f) Inadequacy of delivery services.

In seeming contradiction and closely related to the above (Connecticar), this line of thought was expressed as follows:

School librarians who are not served by Connecticar but some of whom are reached by Project Connect van, notice with frustration the two delivery services driving on the same roads past the same buildings, yet one stops at one type of library and the other stops at a different type. These same librarians must go, personally, to pick up materials at public libraries.

"I go myself to get things at UConn since I live between here and there. But still it seems there should be a better way."

"We (school librarians) have to do everything like inter-library loans through the public library and I have to go there myself. This creates hard feelings and difficulty, especially when our public library isn't even open most of the time. Why can't we order from here and have it brought here?"

g) Sharing of resources:

Concerns about overuse of loss of materials built up over long periods of time at great cost in local money and/or energy; and desire to have access to more resources.

"My students and teachers come first," said some school librarians with the equivalent being stated by public librarians about patrons. "What can you do about the haves and the have-nots? That's always the crux of the problem in any cooperation." These fears were somewhat balanced however by several librarians who took a broader view of who their users are, "If _____ library is stronger and gets built up so my users can go to it or I can go on their behalf that's better for everyone concerned. Their strength is everyone's strength." Union lists were mentioned less frequently in interviews than on written questionnaires, the discussions turning more on the desire for access to others' collections rather than the means to achieving this end. One school librarian observed, however, on the lack of union lists: "There's no joint catalog even among the school libraries in my own district!" Many librarians again took certain existing Union Lists such as ECLA's Fiction Union Catalog quite for granted.

h) Need for leadership at the State and Regional levels.

"Dynamic leadership is our greatest need" stated one person, who was echoed by at least two more in almost those words. "Why

is no one picking up the ball and doing things?" "Why did no one send us memos on the new copyright law? Shouldn't we expect that of our leaders?" "Why do other regions get things we don't seem to get? Who's in charge over here, anyway?"

- i) Lack of money to maintain even basic services.

"Any cooperation can't cost anything."

"We belong to NARES now but we hear the cost is going up in September so we'll probably have to drop out."

"We should have more periodicals but there just isn't the money."

- j) Staffing problems, in terms of numbers and qualifications.

"There's a downgrading of the professional librarians' work. They (school administration) would like to believe anyone can step in and do this." "School library leadership is on the wrong track if they push to get certification of school librarians without a requirement that schools hire certified librarians for their libraries."

One area mentioned by users and librarians alike was materials availability - the need for a wide number of materials and access to them. As a spot check of materials available in the region, we investigated three key areas: reference works, recent important books, and periodicals.

MATERIALS QUESTIONNAIRE

Three lists were sent to libraries of all types in CLSU3: a reference list, ALA's 1976 Notable Books list, and the list of periodicals currently indexed in the Abridged Readers' Guide. (See the Appendix for samples of the checklists.) These lists were used as examples of the types of resources which might be expected to be found in an area such as CLSU3 among libraries of all types.

The Reference List was specially developed for this study by cross-checking the actual collections of member libraries in a rural New York State library system. The list represents the consensus on most useful reference works frequently owned by libraries very much like the public libraries of CLSU3. The development of the Reference List is fully described in the cover letter that was attached to the questionnaire. (See Appendix.) In order to set up some standard of measurement, the list was based on titles first selected by a library system professional staff as representing a good basic reference collection, and then submitted to librarians of small public libraries in a rural area for indications of ownership and actual use in such libraries. The Reference List finally submitted to libraries in CLSU3 includes titles owned and used by 27 of 31 libraries in New York State (four did not respond). Therefore the "standard" used is neither an arbitrary or theoretical one, but one based on actual practice and experience among libraries serving populations of 487 to 16,453 people.

The Notable Books List is selected annually for ALA by a broadly representative group of librarians. It is used here as an index to

quality of acquisitions. As chance may have it, quality sometimes coincides with popularity. These findings gain in meaning in light of the results of the User Questionnaire in which patrons sometimes complained of the lack of currency and sometimes the lightweightness of collections. The 1976 Notable Books are fairly current (within two years) yet not so current as to be affected by local acquisition practices and problems. (If a Notable Book of 1976 was ordered when current and is still not now received in a library, that library has serious acquisition problems.) The findings are not definitive - but they do serve as a useful indication along with other items of evidence of the quality of non-specialized acquisitions - and are generally accepted as such by the profession.

The periodicals list from the Abridged Readers' Guide was selected by a wide range of librarians as being the most often-used periodicals for reference work as well as for browsing. A periodical's inclusion for indexing in Readers' Guide, a relatively inexpensive and familiar retrieval tool, confers long-term reference value on it.

RESULTS OF REFERENCE LIST SURVEY

Distribution and response was as follows:

- 82 questionnaires sent to school libraries -
 - 8 secondary school returns
 - 13 elementary school returns
- 37 questionnaires sent to public libraries -
 - 25 public library returns

4 questionnaires sent to academic libraries -

2 academic library returns

<u>Number of reference titles owned</u>	<u>Public Libs. Ct.</u>	<u>Public Libs. NY</u>	<u>Elem. Schools</u>	<u>Sec. Schools</u>	<u>Academic libraries</u>
44 (all)	0	2			
40-43	3	3			
30-39	8	14		4	2
20-29	5	7	2	4	
0 -19	<u>9</u>	<u>1</u>	<u>11</u>	—	—
	25	27	13	8	2

The specific titles most often owned among the 25 Connecticut public libraries reporting are as follows:

<u>Number of Libraries</u>	<u>Title</u>
25	<u>Bartlett's Familiar Quotations</u>
24	<u>Bible</u>
24	<u>Robert's Rules of Order</u>
23	an etiquette book
23	an unabridged dictionary
22	<u>Guinness Book of World Records</u>
22	an atlas of the world
21	<u>Books in Print</u>
21	<u>World Book Encyclopedia</u>
19	<u>Readers Guide to Periodical Literature</u>
18	<u>Rogets International Thesaurus</u>
18	a general auto repair manual
18	a medical guide for the layman

It is interesting - and perhaps a challenge - to note that the two items most important to interlibrary loan work - Books in Print and Readers' Guide - are not at the top of the list, but are somewhere near the top.

That nine public libraries in the region out of twenty-five own less than nineteen titles, i.e., less than 43%, is cause for some concern. Note that only one library out of twenty-seven in New York (less than 4%) makes as poor a showing. Even with Library Line and a CLSU Reference librarian (and especially given limited hours/days of availability) ready reference must suffer.

Another way of expressing this is that less than half (11 of 25) of the Connecticut public libraries, as compared to 17 of 25 New York public libraries, own thirty or more of these very basic, comparatively inexpensive "tools of the trade."

RESULTS OF PERIODICALS LIST SURVEY

<u>Number of periodical titles owned</u>	<u>Public libraries</u>	<u>Elementary schools</u>	<u>Secondary schools</u>	<u>Academic</u>
44 (all)				
40-43			1	
30-39	2		3	
20-29	8	1	2	2
10-19	9	3	1	
<u>0-9</u>	<u>5</u>	<u>8</u>	<u> </u>	<u> </u>
Total Responses	24	12	7	2
<u>Readers' Guide</u>	16 (67%)	4	7	2

Among public libraries, only three periodicals are not owned by anyone reporting: Education Digest, Flying, and School Arts. The seven secondary schools, among them, subscribe to every title except High Fidelity. Elementary schools select a wide range of titles, although few titles per school, so that among the schools reporting, 10 titles are not owned by some library in that group. That all titles are owned by some library in the region is excellent. Libraries in the Northeast Corner who take part in Quinebuag Valley Community College's Union List of Periodicals even have access to each other's holdings in this way. An expanded Union List would extend this "sharing" advantage to the whole region. However, it must be borne in mind that one or even two sources for some titles are not enough as reference service grows, especially in light of new copyright laws that limit the amount of copying that can be done. Also the amount of browsing reported by users and their request for periodicals should be remembered. This requires having current issues immediately on hand. Granted that libraries may be carrying subscriptions other than those on this list; however this list represents the more useful titles because they are indexed. The ALA "Interim Standards for Small Public Libraries" (1967) states that "at least 25" magazines and newspapers should be subscribed to by libraries serving populations under 2,500. By the indications on the results of this questionnaire, 17 of the 24 reporting libraries do not meet this standard. We tried to determine from the annual reports submitted to the State the actual number of periodicals carried by public libraries. However, as stated in the introduction to the public libraries' statistics section, there are many problems with the reportage. For example, one library in

1976 reported 1,391 periodicals received and no periodicals budget. Perhaps they interpreted the statistics form to mean "received through inter-library loan"? Another library reported no periodical subscriptions but a periodicals budget of \$227.

The small number of schools reporting makes it unfeasible for us to comment on school library periodicals collections as indicated by this list. A better indication is offered, quantitatively, in the results of our school statistics survey above.

Results of Notable Books Questionnaire

<u>Number of titles owned</u>	<u>Public libraries</u>	<u>Elementary schools</u>	<u>Secondary schools</u>	<u>Academic</u>
40-48	0			
30-39	4			
20-29	2			
10-19	10			1
0-9	9	13*	7*	1

*one elementary school reported one title; one reported two titles; and the rest 0.

**titles owned ranged from 0 - 5 among secondary schools.

What is interesting in the results is that all but two of the titles on the list (Smedley: Portraits of Chinese Women; and Bass: Transformation of Southern Politics) are owned by at least one and usually more libraries in the CLSU3 region. What is missing is the easy access to the location of

these titles: i.e. a non-fiction union list - locating the book for use by any reader in the region who wants a specific title. Given this kind of access, the libraries of the region make a fairly good showing. Lacking a Union List, as they do at present, there is a wide gap between the quality (as indicated by this ALA selection) of collection available in a few towns as opposed to the majority of towns in the region. There were some notes on the returns from public libraries to the effect that readers never ask for these titles. It bears repeating that library users come to ask for what they reasonably expect to have available. One of the services that could be provided by a regional cooperative staff is regular lists such as this of good, basic, and current books. These lists could include publishing and price information for libraries to order the titles through their present sources of supply or by joint purchasing through the cooperative.

SUMMARY OF NEEDS AS PERCEIVED BY LIBRARY DIRECTORS AND LIBRARY USERS

Librarians and users alike expressed their opinions about the needs of libraries in CLSU3. The following are the needs they perceived. (Needs are not ranked in any order.) An "x" in the "librarians" column indicates mention by them, and an "x" in the "users" column indicates mention by users.

<u>PERCEIVED NEED</u>	<u>MENTIONED BY LIBRARIANS</u>	<u>MENTIONED BY PATRONS</u>
newsletter	x	
more books, especially current ones		x
public relations and publicity	x	x
programs in libraries	x	x
grantsmanship help	x	
better communication from the State	x	
films	x	x
consultant services	x	
more convenient hours of opening		x
delivery services coordination	x	
union lists - books and periodicals	x	
more funding	x	x
bookmobile service direct to users		x
leadership at state and regional level	x	
phonorecords		x
joint acquisition plans	x	
centralized processing	x	
photocopiers	x	x
workshops and staff training	x	
weeding of collection		x
magazines		x
reader guidance		x
communication with other librarians	x	
building space	x	x
better access to expensive materials (films and periodicals backfiles)	x	
reference assistance: materials and services	x	
parking space		x
more and better qualified staff	x	
supplements to own collections:		
access to backstop collections	x	
access to data banks	x	
bookmail	x	
telephone reference		x

If it is really true that the public mentioned, but librarians did not mention...

- *more hours of opening
- *parking space
- *need for more magazines
- *need for more weeding
- *need for reader guidance
- *more books
- *a bookmobile
- *need for phonorecords,

then there is a great difference in the public and the librarians' perception of what is needed. Granted that some of this may be due to the fact that the User's Questionnaire was more tightly structured than the Directors' Questionnaire or the interviews, the indication still seems to be that the staff may not always know what the public wants. Our own observation and measurements back up the public's perception with respect to every one of the areas they see as needing improvements, incidentally. Perhaps one remedy is the often maligned suggestion box. Some libraries (especially academic ones, with their vocal clientele) use this as a matter of course, with each suggestion or question tacked on a public bulletin board with an accompanying answer.

The divergence between user and librarian perception reinforces our notion that a regional cooperative should direct itself primarily to the needs of the patron, i.e. be user oriented. And in the plan we have prepared, we are advocating a mix of services to libraries and direct services to the public - the latter to help overcome some of the barriers to use that are unconsciously thrown up by libraries.

Without some direct reader services, it is our opinion and experience that the regional cooperative will fail of public support and public funding. Moreover, we think that such direct services will not compete with regular public library services, and indeed will stimulate new public use of them. We have seen this happen, and have confirmed the result with studies of our own.

A PLAN FOR LIBRARY SERVICE IN COOPERATING
LIBRARY SERVICE UNIT THREE

Our proposed Plan of Service is based upon the statistics, interviews, surveys and materials checklists which we administered, many further conversations and correspondence with State and regional people, plus the Survey Team's experience with the development of cooperative structures elsewhere.

Any set of recommendations has certain underlying premises, however, and we list ours for the proposed Plan.

PLANNING PREMISES

The plan that follows is based on certain principles that developed out of the questionnaires, interviews, and checklists used in the study as well as the experience of the Survey Team in the development of cooperative structures elsewhere. Since the second part of our charge from the CLSU3 Governing Board was to develop a plan for the region, we feel these premises are basic to it.

1. The Plan should be founded on the strong points in CLSU3. These include:

- A. The formal and informal networks, linkages, and mechanisms for cooperation which have been established in the region.
- B. The State's structure for sharing and pooling and structuring regional resources such as the 15 year-old Willimantic Service Center, and the more recent Connecticar, Connecticard, Library Line, and Law Libraries.
- C. Linkages established along types of libraries, such as those between academic institutions, connections along school district lines as expressed in library coordinator positions, in certain activities of NARES; or between public libraries such as the Swap Groups.
- D. Linkages established across types of libraries such as Project Connect and its predecessor, which joined school and academic libraries in projects which in the case of Project Connect include a possible mechanism for continuation of cooperative activity beyond the grant year.

E. The lively fledgling CLSU3. Having gained statutory recognition and funding this becomes potentially the most important although the newest element on the scene. On the other hand, it should not supplant other prior mechanisms for cooperation but should supplement and strengthen these. It is not just prudent planning to begin with existing structures and activities as a base on which to build new cooperative configurations; it is absolutely essential - especially given the relative lack of funds.

2. It is not likely that great amounts of additional funding will be available. Several consequences follow:

- A. Every "local" library (including school and academic) must continue to strive for additional funding for its own operations. In the face of inflation, libraries cannot do otherwise if they are to survive as useful social institutions. Moreover, CLSU3 is not likely in the foreseeable future to become a source of operating funds for any individual library of any kind.
- B. The CLSU's must themselves request additional aid from the legislature each year. While it is a great triumph to have secured \$300,000, it must be said that the sum, which is approximately 10¢ per capita, is wholly inadequate to the execution of any very pathbreaking achievements. Budgetary requests for cooperative jurisdictions, in any event provide the vehicle for "continuing education" of the appropriators as to library needs. They represent the most important vehicle

for the presentation of needs and achievements. To turn to state aid: while legislators sometimes dislike state aid with built-in escalators because these commit their successors, it is nevertheless the case that three-year legislation, for example, with rising levels of funding in succeeding years, is better for libraries than flat sums. For one thing, they free the hard-pressed and understaffed library community from the necessity for waging a campaign every single year and free more of them for service to the public. In addition they free the legislature from having to deal, every single year, with libraries as an issue.

- C. On the other hand, CLSU's will probably have to show "results" in order to obtain additional funding. The argument from inflation is likely to be necessary but not sufficient. This is one reason we believe that some direct, people-serving component should be part of every CLSU regional plan. In this way, a grass-roots constituency is built for the regional institution. In a word, the Plan for Service should be three-pronged: It should create mechanisms which help libraries better serve their clientele; it should create mechanisms for pooling strengths and resources among and between all types of libraries; it should create mechanisms to directly serve constituencies not now being served or only marginally served by any existing libraries.
- D. Since funding levels are likely to be insufficient for the foreseeable future, the Plan will have to build on continuing "volunteer" activity of the type long manifested in the area. While this may not be the most expeditious or vigorous means to cooperative ends,

it can work. Committee and volunteer efforts and attempts to incorporate cooperative tasks into existing local operations, sometimes expand the time needed for completion of a task, and the task may be pursued with less zeal than it otherwise might be - just because it has to be accommodated on the fringes of individuals' primary concerns.

- E. Funding inadequacies will also mandate that CLSU Region 3 continue to piggyback on existing library operations. Housing the reference coordinator at the Service Center means that CLSU3 saves money on rent, utilities, and can make use of existing collections and personnel for new or traditional functions. This example of "building on pre-existing strength" is both a necessity for the region, and an excellent way to proceed in any case.

3. "New" technologies are available which may change or eliminate some existing routines, speed processes, and extend the whole range of library services. Eventually such technologies may become increasingly feasible for even small library operations as their costs drop due to competition, more efficient production, a widened market, and as new networking arrangements are developed. These technologies, mainly in computers and telecommunications, will affect such basic areas as reference and circulation, and should be applied when possible and affordable.

Area libraries, with a very few notable exceptions, are too poor to pay establishment or installation costs of much of the new hardware and software. Thus, full advantage should be taken of the State Library's technology as well as

the Willimantic Library Service Center.

It would be well for institutions purchasing new technology to try to make it as compatible as possible with what the State purchases and for the State to try to purchase technology compatible with the national network technology as this develops. Finally, the new technologies should, in principle, be capable of considerable expansion, quantitatively and qualitatively.

4. All cooperative activities undertaken should have proper measures of output or performance in terms of quantity certainly, and quality where possible. Data should be collected regularly and these measures should be refined with the passage of time. In some cases only a sampling of such data would be necessary; in other cases a count of every occurrence of a phenomenon would be required. Since public monies are used to provide cooperative service, accountability should be part of cooperative service. This means the establishment of clear and challenging standards of performance.

5. Continuous and widespread publicity of the region's cooperative activities is necessary to insure success. Publicity should include staff, governing boards of all types of libraries, possible appropriating and funding sources, community and political leaders, and client groups. The need to "sell" cooperative endeavors to library staffs and their governing boards in the first instance cannot be overestimated. Unfortunately, it is often underestimated. Similarly, if new patterns of use, or new media, are being brought before the citizenry, aggressive, imaginative, repetitive,

long-term publicity is required. In any event, long evolutionary periods will be necessary and are to be anticipated before there is general acceptance of innovation on the part of any group. Thus, there should be a general commitment to continuation of any new activity for a length of time (usually 1 to 3 years) sufficient to enable it to be properly tried, to be "debugged", and to "take off". Thus, under the rubric of "publicity", we are dealing with the general difficulty of introducing new services or significantly altering existing ones. A new service has to be sold to two different groups - providers and clients. Both are equally important in securing high rates of use. It is as critical to convince the library staff to provide the new service in a consistent, assertive way, as it is to inform the client that the new service is available.

6. The ultimate goal of a cooperative endeavor needs to be held constantly in mind: it is to provide greater and wider access to a larger range of ideas, materials, and information to the widest possible audience. Where institutions (including libraries) and practices (including library practices) erect or maintain barriers to the widest possible access by the largest possible public, it should be the role of the cooperative to minimize, mitigate, or find a way around so as to erase such barriers. The point of the cooperative is precisely to make sure that the resources of all types of libraries are used to best advantage by people who want or need them and that these resources come to be seen as a common pool of knowledge from which the people of Windham and Tolland Counties may draw, irrespective of jurisdictional or institutional boundaries. Thus, restriction

on the use of certain institutions by other than "their own" clientele must, over the long run, be "negotiated down". Truly universal access - to anything, by anybody, at any time - is a goal to be endlessly sought. For example: Certain libraries restrict certain materials because they are irreplaceable, fragile, or expensive. At least, on-site use by all, if not borrowing, can be made available and publicized.

7. The citizens of the two counties need not only access but convenient and speedy access to information and materials, both published and unpublished. However difficult it is to define the degree of convenience or immediacy, or to know how much of the universe of materials and information would be utilized if made available, we favor, in principle:

- A. One-stop access by the citizen to all library materials and information services. That is, the citizen should be able to secure any library service or material through his/her local library, be it academic, public, or school. What the local library does not own, it should be able to obtain through the cooperative network. This is a goal to be worked toward.
- B. One-stop access by the client to bibliographic and locational information on all material held within the region. What the local library doesn't know of holdings, it should be able to learn through the cooperative, which in establishing union catalogs, bibliographies, and locational tools, helps the whole region.

- C. Access by the client to all regional materials within a 2 - 3 day period through his/her local library. Quick communication to be supplemented by a delivery system that touches down at all types of libraries.
- D. A special effort should be made to provide ready access to information about the social services and community activities in the region and to the services and activities of state and local government at every level.
- E. A very special commitment needs to be made to bring library services and materials to those who are handicapped through physical, intellectual, or emotional infirmity, because they are homebound, poor, easily intimidated by institutional structures such as libraries, or location (living and/or working too far for convenient access to a stationary library), language barrier, or illiteracy. Implicit in all of the foregoing is the principle of equalization of access.

Beyond all of the above, the users of library services should come to regard libraries increasingly as information centers as well as a materials center; as non-print centers as well as print centers. The users' mental picture of the library function should center less on the provision of physical documents and more on the provision of ideas and information from whatever source, whatever form. People, typically, turn for information first to personal sources; it is still all too infrequent for most people to think of the library as the place to ask.

8. The enormous disparities in strength and resources of libraries must mean that certain libraries and certain types of libraries will initially benefit more than others from the cooperative structures suggested. Ultimately, all will benefit, we believe. But the great unevennesses among and between libraries must mean that some are more needful than others. Given the very limited funds available for the cooperative network, only a few activities at a time can be undertaken and thus only a few elements of the library community will benefit greatly at any one time. On the other hand, all benefit already as a result of planning together, thinking, and meeting - as a result of the process of beginning to see beyond their own walls and beyond their own institutional boundaries; as a result of coming to think of themselves as necessary components in a regional network. As the members of the Governing Board, for example, have gotten to know each other by meeting together to make joint decisions affecting services in their area, they have learned - and through them other librarians have learned - to depend on each other more than they once did for expertise, materials, and services. A major "invisible" benefit of cooperation is that librarians become familiar with the breadth and depth of services available to their clients from other than their own library or type of library.

ORGANIZATION AND STRUCTURE

In enacting appropriations legislation for CLSU's, the government of Connecticut, and through it the people of Connecticut, has said that multi-type regional library systems are and should be a fact of life. CLSU's are no longer dependent on episodic grants, the vagaries of federal funding, etc. If CLSU3, then, is now a fact of life, the Willimantic Library Service Center has been a fact of life for seventeen years. What should be the relationship between the two? This is perhaps the knottiest problem faced in the near-term, and may engender an amount of heat out of all proportion to the long-term significance of the issue to total library service for the people of the region.

Still, the issue of the relationship between the two cannot be wished away. Indeed, little improvement in the delivery of service - any kind of library service to any clients - can be expected until a way is found to resolve the matter. And, although the Middletown area, too, has a CLSU and a service center, we suspect that because the former was never housed with the latter, and they have tended more to go their separate ways, the same issue there is of less concern. Other regions don't have this kind of problem at all. On the other hand, other regions (Middletown excepted) therefore, have neither a tradition of nor a resource for a regional library center. The latter are definitely an asset, and the principle of building on strength directs us not only to take into account what has been, but to incorporate it into what will be, therefore strengthening library service in the region. In a word, what we will here propose is not the dismantling of the Willimantic Library Service Center. It is a

metamorphosis we need, not an interment.

What we offer is the broadest possible outline of a proposal, the details to be worked out through negotiation by all the parties concerned. Once again, the uniqueness of this particular region should be stressed. (Any regionalism that does not take into account the uniqueness of the region is, in any case, spurious and a cover for centralism.) Therefore the model proposed here cannot be applicable, in details certainly, to any other region. In any event, the CLSU's should be permitted to some extent at least, to develop in their own separate ways, based on regional strengths and histories, and meeting regional needs. Out of the diversity and pluralism will come strength. Obviously the long term goal is one of equal library service for all the regions and people of Connecticut, but there are "many roads to Rome."

In addition to "building on strength" and taking into account the particularities of library development in CLSU3, other principles we have used to arrive at our proposal are:

1. That no new library configuration, including the one we will propose, result in the reduction of the total amount of state aid now going into Region 3 for regional purposes, i.e. the total amount budgeted for WLSC and CLSU3 should in no way be reduced by any type of consolidation, else that consolidation will be viewed by the people of the region, and rightly so, as simply a means to reduce their state aid.

2. That there be only one regional center whose mission it is to expand and improve library service of all types to all the people of Windham and Tolland Counties. In a word, that there be a single entity, administered

by one director and governed by one board. Unity of administration and governance is essential to prevent needless duplication of effort, waste of taxpayers' money, and for the proper articulation of duties and responsibilities.

3. That the number of positions now involved in regional service (persons employed by WLSC and CLSU3 combined) in no event be reduced and that the jobs of any individuals currently involved in rendering service in no way be jeopardized. There is much more than enough work to do for all people currently on both staffs. Indeed, it is immediately necessary to increase staffing order that something substantial be accomplished by a regional cooperative.

4. Governance of the reconstituted Regional should rest with a regional governing board - otherwise regionalism has no meaning. But the Regional (indeed any regional in our view) should be required to file a Plan of Service with the State Library, which plan must be approved by the State Library Board and the state level CLSU Governing Board, as a condition of receipt of future State Aid. Amendments to the Plan of Service which might be made by the regional governing board would be subject to approval by the State, as above. Thus the region would develop, in consultation with the State, its own overall Plan of Service, which might for example, indicate that the region would, say, operate bookmobile service, but would not detail who precisely would be served and how, and what the cost would be, etc. In this way, the State's responsibility for service within the region is protected, and the region is accountable to the state for the expenditure of State monies. At the same time, the region's autonomy is

protected, it is free to develop and change its own Plan of Service, and has flexibility as far as the execution of this Plan is concerned.

5. The mission of the Service Center was not fully defined by the authorizing legislation. Insofar as practice and history serve as a guide, its emphasis has been in fact service to public libraries of the region, with limited extension of service to the schools. On the other hand, the mission of CLSU3 has, from the beginning, been unambiguous: to serve all types of libraries including public and school libraries. In a way, therefore, WLSC may be viewed as a precursor to CLSU. Conceptually the latter is a step beyond the former insofar as its mission is wider. For the two to continue to function separately, in the same building, under separate governing entities, makes little sense. It is understandable, given history, but not recommended. The same state dollar supports both and there is a jurisdictional overlap, which is unlikely to be clarified so long as these remain separate entities. In any event, no purpose is any longer served by their separation, which will after a time, begin to seem to legislators and Executive alike as needless duplication.

It is thus proposed that the state turn over the Service Center to CLSU3 for a token payment: e.g. "for one dollar." WLSC would become CLSU3. To prevent confusion we will henceforth in this section refer to the combined entity as WTLC: the Windham-Tolland Library Cooperative. The new name is used for another purpose. A regional entity ought to have a regional identity. Since CLSU3 means Windham and Tolland Counties we might as well say what it means.

Combining the undiminished resources of the existing entities would mean that WTLC has a chance to establish a viable single center; and since the region is, in other respects, perhaps the poorest of the six, it is from the point of view of equity "right" that they should have a strong start.

What does the state gain by "giving up" WLSC? It is no longer drained by the need to operate, from a distance, what is essentially a local service. What, after all, did libraries in the region tell us they want from a cooperating unit: consulting help, workshops to help them meet local problems, and training, among other things. What do we find they need as a result of our survey: help with selecting materials, weeding, etc. These needs, as pedestrian as they are necessary, need hardly concern the state. The state should not, indeed in our view cannot, successfully manage the delivery of such essentially person-to-person, library-to-library needs. These are properly the function of a regional entity. Should the State concern itself with the daily affairs of 200 different public libraries, it will be deflected from its mission to deliver services and functions which lend themselves to uniform, state-wide application; such as a state-wide Union List of Serials, automation of certain operations, state-wide delivery, etc.

If the State has responsibility for meeting local problems it will be less able to keep its eye on state-wide concerns. In any event, the State would "give up" nothing except the management of details. By remaining in the position of approving the Regional Plan of Service and amendments thereto, it remains in effective control. By effective control, we mean control it can in fact effect.

Regional governance will assure that services demanded by libraries in the region are, given resources, actually delivered to libraries in the region. A local governing board will be in a position to hold WTLC management accountable - and accountability is most important - because it will be on the spot to see that what is promised is actually delivered. A regionally governed service is more likely to be responsive to the needs of the region. In addition a truly regional entity will be better insulated from and better able to resist budgetary and other pressures from any other organ of the State. When the State Library is faced with budget cuts it must pass some of the cuts along to the Service Center. And the Center has in fact has staff and/or services and/or resource allocations suddenly reduced in the past. On the other hand, a regionally governed body, with its own funding and staff, will not be so easily reduced. It can mobilize its regional clientele to fight cutbacks. For an arm of the State to fight the State is possible, but in principle anomalous.

Thus, it is on the principle of unified governance and unified administration that we base our recommendation for an amalgamation of WLSC and CLSU3 into a reconstituted WTLC. If legislation is required to implement this change it should be introduced at the earliest possible session. In the interim, a task force consisting of no more than nine members, representing all interested parties, should be formed to work out the details of such amalgamation, and its report and recommendations should constitute the basis for legislation, if this is found to be necessary.

In some ways, a newly reconstituted regional entity would be best served by a full-time director. Unfortunately, this theoretically "clean" solution founders on the question of financing. The tidy solution is

expensive. A full-time executive position is not needed in our view at this time. There are not enough staff members or functions to necessitate this. Instead, it seems to us that the director of an existing institution could be hired by the Regional Governing Board to "wear an additional hat" and serve as Director of the WTLC under an annually renewable contract (positive renewal required), revocable upon sixty days notice by either party, at any time.

How might this work? The director (or someone designated by the Director) of, for example, one of the area libraries would also become director (part-time) of the WTLC. The Boards of each organization would enter into the previously mentioned contract, which would stipulate who was to manage the WTLC, what broad managerial duties were to be undertaken, terms of payment to the Director, and other similar matters. To prevent the member library in question from taking advantage of the arrangement, it might be stipulated that the managing institution is not to be a member of the Regional Governing Board while the contract is in force, but would be eligible for board membership before and after a contract is concluded. (The managing institution of course would be a member of WTLC at all times.)

What characteristics are desirable for someone to head the WTLC? We recommend a background in various types of libraries, familiarity with and experience in regional or statewide projects, and an understanding of the problems and opportunities inherent in regional cooperatives. Obviously, such a person should have demonstrated administrative and organizational skills, since there would be much to plan, coordinate, and organize,

especially in the first few years of the cooperative's existence. The ability to patiently explain, over and over, the structure and function of the cooperative to librarians, Boards of Trustees, officials, and community groups is also essential, since it takes years before people become fully cognizant of the possibilities and implications of what such an organization can do for them.

If it turns out to be too delicate a matter for the Governing Board to choose one of its own area people as a Director, the services of a Consultant should be engaged to conduct a search, receive and evaluate applications, check references, and recommend one to three candidates to WTLC in rank order. The consultant might also be asked to draw up a contract between WTLC and the Director or his or her institution, which would include a description of services to be rendered as well as a recommended fee.

Why do we think that this arrangement is a good one? We recommend this type of arrangement because we have seen it work. The Survey Team head is Director of a cooperative library system of thirty-three independent member libraries. In this capacity he is employed by and reports to a System Board of trustees. He also manages, under contract, on behalf of the System, the largest independent member library of the System. In that capacity he reports to and is responsible to the member library board of trustees. There is no conflict of interest involved since each board is in a position to make certain it gets its "money's worth". The member library, which might have terminated the agreement at any time in the last ten years, has not done so. What is interesting about the arrangement is that both parties to the contract have been strengthened by the single management arrangement in that the staffs, collections, equipment, and other

resources of the two organizations are far better able to be shared as are skills, experiences, and information. Job enrichment for both staffs has been effected, as well. We are also familiar with this type of arrangement in other settings.

Strictly speaking, the CLSU3 staff, at present, has no management - only staff and Board. This in effect means that the Board manages, which is, in principle, unsatisfactory, but workable so long as the staff is as small as it currently is. Once the staff grows - with the amalgamation or simply with the addition of people - an administrator will be required, although in our view and because of financial considerations, a full-time executive is not necessary. The money might be better spent on the provision of direct service to libraries and library users.

A CHART OF PHASED-IN ACTIVITIES TO MEET IDENTIFIED MAJOR NEEDS IN CLSU3

INTRODUCTION

Based on our identification of major needs, then, we present the following chart showing how and in what order various programs might be phased in to meet these needs.

We have divided the time schedule into ten phases rather than specific years, since some activities may take longer than a year, others less. What we would like to emphasize is that it seems more important to us to

initiate the activities of Phase I earlier than Phase II, and likewise Phase II than Phase III, and so on. We are showing what we feel should be the overall order for initiating groups of activities. Some other key assumptions are:

1. As much as possible, all activities in each Phase should be worked on concurrently. We have not provided a ranking within each Phase. Thus, in Phase I, we recommend that five key activities be worked on simultaneously.

2. All activities are assumed to be cumulative. That is, services started in Phase I are assumed to continue through the rest of the phases, unless there is reason to drop them. Thus, at the end of Phase V the activities being conducted by WTLC ideally would include those from Phases I, II, III, IV and V. We are stressing the build-up of a total package of services, and this takes time: but the effect at the end is cumulative.

3. At the same time, we would not insist that any proposed schedule, including the one we offer here, be rigidly adhered to if changing circumstances, opportunities, or problems indicate departures into other areas. For example, a sudden availability of funds for capital expenditures, may lead to a decision to purchase a bookmobile in Phase III rather than in Phase IV. (Likewise, some other change may lead to the decision not to purchase such an item of equipment at all.)

4. We assume as given, the present reference service of CLSU's, and the consultants, materials, and other services of WLSC. As we point out in

other areas of our report, there should be no diminution of current services by either organization, but rather a merger into the overall service program of a proposed WTLC. Therefore, in our projected timetable we do not mention these services specifically, except to indicate where we feel they might be expanded or altered.

5. Because CLSU's are new and need more funding quickly, we assume that they will have to show results quickly. Service to the public will build a constituency; thus, we have emphasized the urgent need for such services, e.g., bookmail, films.

In addition to columns which show what services we feel should be phased in, there is another column where we indicate what we feel to be appropriate personnel additions and funding required to meet the recommended services. It is our feeling that a small staff can only absorb so many new functions in a given period of time. Thus, each phase introduces only one to two major activities indicated by the personnel requirement; other activities noted are essentially expansions of existing services.

As a positive note, we should comment that three items which we would recommend have already been implemented, either shortly before we started our study in December 1977, or in the course of it. Thus CLSU3 has employed a reference consultant since 1977, the authorization for state funding for CLSU's passed spring 1978, and the first issue of a regional newsletter appeared in June 1978.

RECOMMENDED TIME SCHEDULE TO MEET IDENTIFIED NEEDS OF CLSU3

ACTIVITIES

ADDITIONAL PERSONNEL AND ESTIMATED COSTS*

Phase I:

merger of CLSU3 & WLSC	initiate books by mail service	start & continue newsletter & area-wide public relations projects	initiate expanded schedule of work- shops & training sessions	develop planned, scheduled expansion of child- ren's services & programming	hire part-time Executive Director: 500 hours/year @ \$15/hour..... \$ 7,500
					hire bookmail staff: .5 professional librarian..... 7,500
					1.5 support staff @ \$7,500..... 11,250
					<u>\$18,750</u>
					\$26,250

Phase II: Continue the preceding and add the following:

coordinate delivery services: Project Connect & Connecticut	expanded reference service: add hours, training sessions, reference promotion	develop non- fiction union catalog	expand sources of 16mm film & phono- records	develop sources of grants appli- cation infor- mation through the reference service	hire staff for expanded reference service: .5 professional librarian..... \$ 7,950
					hire staff for non-fiction union catalog: 1 support staff
					<u>7,950</u>
					\$15,900

* For rough calculation we have assumed base salaries of \$15,000 (librarian) and \$7,500 (support staff) for 1978, exclusive of Executive Director. No attempt has been made to calculate costs of benefits, or supplies and equipment for each position. We do calculate a 6% increase in salary levels from phase to phase.

ACTIVITIES

Phase III: Continue the preceding and add the following:

retain
audio-
visual
services
consultant

issue
standard
lists of
basic
library
materials
for use in
purchasing
by area
libraries

develop
procedures
for group
purchasing
of library
materials

develop
union
list of
periodicals

compile &
distribute
evaluative
list of
library
suppliers

ADDITIONAL PERSONNEL AND ESTIMATED COSTS

hire audio-visual
services consultant:

1 professional
librarian..... \$16,855

Phase IV: Continue the preceding and add the following:

investigate
extension
of data
base
searches
to addi-
tional
libraries
on contract

initiate
develop-
ment of
periodicals
microform
central
resource

compile &
distribute
resources
directory
of area
library
collections

designation
of backup
materials
resource
centers for
the region

start planned
series of
program
activities
for libraries
of all types;
patrons of all
ages

retain program
activities consultant
for use by all area
libraries:

1 professional
librarian..... \$17,865

(Conn. Arts
Council Grant
or CETA)

ACTIVITIESADDITIONAL PERSONNEL
AND ESTIMATED COSTS

Phase V: Continue the preceding and add the following:

investigate regional & commercial sources of centralized processing	initiate building consultant service to work on space problems of area libraries	initiate service exchanges with other CLSU regions	start up bookmobile service as part of outreach goal	develop "continuing" education scholarship program" for area library staff	hire bookmobile staff if service is initiated: 1 professional librarian..... \$18,940 3 support staff @ \$9,470 28,410 \$47,350 hire building consultant or contract for services: 1 professional librarian..... 18,940 \$66,290
--	--	--	---	--	--

Phase VI: Continue the preceding and add the following:

Evaluation of the activities, programs, services, and personnel from Phases I - V to determine what should be kept, changed, deleted, or added.

ACTIVITIES

Phases VII - X: Continue the preceding if indicated and consider the following:

participation in area cable-vision networks	integration of additional area libraries into state-wide automation projects as appropriate	develop service for loan of educational games, toys, & equipment	offer public courses in library and informational use skills	investigate suitability of additional video formats: video-cassettes & disks
---	---	--	--	--

initiate or contract for centralized processing as appropriate	develop program of "libraries in the workplace"	start radio reading service for the blind & physically handicapped	join regional information and referral service: access to people, institutions, & non-traditional sources of information
--	---	--	--

ADDITIONAL PERSONNEL AND ESTIMATED COSTS

hire radio reading staff if service is initiated:

1 professional librarian.....	\$20,076
1 support staff.....	8,428
	<u>\$28,504</u>

hire additional outreach consultant for regional information & referral service, & "libraries in the workplace":

1 professional librarian.....	<u>\$20,076</u>
	\$48,580

EXPLANATION OF TIME SCHEDULE

As mentioned, each phase is ranked higher than the one which follows it, but we do not rank the recommendations within each phase, feeling that they all should be developed concurrently. Selected recommendations or issues are discussed more fully in the next section of our report. We present here a summary.

Our prime concern was for library service to residents of the region as a whole, not to the client group of any particular type of library. It is our feeling that the user (and taxpayer) matters most. In any case, most libraries, of whatever type, receive some public funds, and hence have an obligation to serve the whole public, especially if they are part of the publicly funded Cooperating Library Service Unit.

RECOMMENDATIONS

PHASE I

- * We feel that it is politically important and administratively urgent that CLSU3 (Windham and Tolland Counties) and the Willimantic Library Service Center (WLSC) develop a plan for merger as soon as possible. Although we realize the achievement of such a merger would require much planning, public relations, political discussion and legal work, we think the

resulting organization could reorder the most cost-effective service to all types of libraries in the two counties, and improve service to the general public.

- * An outreach program of some type should be developed as soon as possible to serve people in the region not presently reached by existing libraries. For this service we suggest a bookmail operation as the project which could be the most quickly organized, and which would make people of the region most quickly aware of "their" regional organization: the Windham-Tolland Library Cooperative.
- * A newsletter (which appeared first in June 1978, following our recommendation) and area-wide public relations should be started. This would let libraries, trustees, and the public know of the region's activities and services.
- * A planned and expanded schedule of training workshops should be initiated for area librarians from all types of libraries, as well as on-site visits to area libraries.
- * A scheduled expansion and coordination of children's services and programming should be initiated throughout the region. In effect, this simply focuses more sharply the work of the present Service Center consultant.

PHASE II:

- * Work should begin coordinating the two main delivery services to libraries in the region: Connecticar and Project Connect. To do so

would be a most effective way of communications and resource-sharing among all types of libraries. Without such linking, there can really be no regional cooperative serving all types of libraries concurrently.

- * That the reference service currently being administered by CLSU3 be expanded to include more hours per day, provide more training sessions, and aggressively promote reference service to the general public in the two-county region.
- * That a non-fiction union catalog be developed for the region, drawing on those collections decided to be of greatest value. This is a necessity for efficient area-wide resource-sharing.
- * That sources be expanded for 16mm films and phono-records for the region's libraries. (This can be done in several ways which we discussed separately in the report.) Much more of these two media were requested by both users and librarians.
- * Sources of grants application information should be developed through the reference service, and made available to local libraries. This would include information on funding sources and help in completing applications.

PHASE III:

- * An additional consultant should be added in a field other than children's or reference services. We suggest an audiovisual consultant.
- * That standard lists of materials for purchase be distributed to libraries as ordering and selection aids. This would build up collections and save the time of local librarians.

- * That compilation and distribution be done of a "consumer's guide" to library suppliers: who gives what discount, what sources are available, service experiences, etc. This should be sent to all libraries and would be a great help in their own purchasing.
- * Start work on the development of a region-wide union list of periodicals. Such a list, showing the holdings of many area libraries, is necessary for interlibrary loan and resource sharing.

PHASE IV:

- * Investigate regional and commercial sources of centralized purchasing/processing. By doing processing once, at one place, for many libraries of the region, each library is spared the time and expense of doing it on its own. (We are not recommending state-wide processing.)
- * Initiate the development of a periodicals microform central resource, to assure that copies of articles from certain standard periodicals are available and accessible somewhere in the region.
- * Compile and distribute a resources directory of area library collections as a guide to what is available in the region and to facilitate resource-sharing.
- * Designate backup materials resource centers for the region. These would function as major sources for interlibrary loan requests.
- * Start a planned series of program activities for libraries of all types and for users of all ages. Library users indicate that they would like to see their libraries present programs on a great variety of topics.

PHASE V:

- * Investigate the possibility of extending data base searches to additional libraries on contract, depending on need for and interest in such searches in the region.
- * Initiate a building consultant service to work on the ongoing space problems of area libraries. Such a consultant would survey building needs, make plans and recommendations, do building layouts, and investigate sources of funding.
- * Start up bookmobile service as part of a regional outreach goal to continue to serve those who cannot conveniently use existing libraries.
- * Establish a "continuing education scholarship" program for area librarians, to enable them to take courses and workshops to improve the administration of their libraries and service to their users.

PHASE VI:

Use Phase VI as a time of evaluation, reflection, and planning, to measure what has been achieved to date, and decide whether new directions should be embarked upon, or some older projects updated, expanded, or deleted, especially in the light of changing technologies in video, automation, etc. This is most important both in terms of effectiveness (is the cooperative meeting its goals?) and efficiency (are the activities and services being delivered in the greatest amount per dollar?)

PHASES VII - X:

These phases have two main purposes: to build on the foundations of service established in Phases I - V, and to take the library "out of the four walls." Whatever is useful from Phases I - V should be retained, while new areas of library service should be investigated.

- * Participation in area cablevision networks through cooperative videotape facilities for the region. This could run from simple filming of library news, programs, and interviews, to cable access to the library for reference/information purposes.
- * Integration of additional libraries in the region into statewide automated projects. At what time might it be appropriate to tie in additional libraries to existing automated circulation control systems?
- * Develop a service for loan of educational games, toys, and equipment at the cooperative's headquarters for use by area libraries with their patrons.
- * Offer the public courses in library use skills. This might be especially appropriate for the college-bound, or for those who are going back to school after some years' absence. Quick access to an ever greater flow of information from increasingly varied sources and formats will make continuous updating of information retrieval skills of more and more value to more and more people.
- * Investigate the suitability of additional video formats for the area's libraries, such as videocassettes and videodisks. When and how should libraries acquire, store, and access these materials?

- * Initiate or contract for centralized purchasing/processing of library materials as appropriate for some of the libraries in the region, as a time and money saver; doing at one time and in one place an operation for many libraries which each one would otherwise be required to do on its own.
- * Develop a program of "libraries in the workplace": deposit collections of materials in factories, offices, stores, waiting rooms, etc. to reach out to additional people.
- * Start radio reading service for the blind and physically handicapped, who lack access to any reading matter produced on a daily basis. This is a further extension of outreach.
- * Start a regional information and referral service to give library users access to local "experts", institutions, and non-traditional sources of information. This would draw on the skills and knowledge of the whole region, and help people find out how to access those programs, services, and information "in their own backyard" which they need for daily living.

COMMENTS AND RECOMMENDATIONS ON KEY TOPICS OF THE PLAN

In drawing up the proposed Plan of Service, certain topics seemed to warrant more discussion than could be accommodated in the chart or the summary of recommendations. What follows are comments on selected topics, with amplification of the recommendations.

GOVERNANCE

The structure of governance for any cooperative system is most important to the system's success. Many interests might be represented in the governing structure. Among these are the member libraries and the lay public.

It seems to us that consideration should be given to having the greatest proportion of a WTLC governing board from among lay members of the community: people not connected with libraries in any professional or occupational way. This is so for several reasons:

- * Lay people represent the ultimate consumers of library services; as such they are the "client groups" of libraries.

- * Lay people represent the taxpayers of the region.

- * Lay people often have valuable skills which are needed at times by a regional cooperative, indeed any organization. Legal, financial, banking, planning, insurance, architectural and organizing skills and knowledge are all necessary on a board of trustees. Having such a "skills bank" on a board makes running the business of a cooperative much easier - and less expensive.

- * The presence of "ordinary citizens" on a board of trustees can sometimes provide an organization with the necessary political clout needed for funding struggles. Lay board members presumably have few vested interests vis-a-vis the organization on whose board they serve, and their credibility with legislators may sometimes be greater than that of an employee of the same type of organization, who can be accused of self-serving motives in presenting an agency's financial need.

* In short, the idea of a "citizen board" is similar to that of a school board, which theoretically represents the community or district in which a school is located.

* One final point: the board of such a regional cooperative should be composed of people from the region, to represent the region's interests.

Having made a case for a majority of the cooperative's board to be citizen members does not mean that there should be no representation of area libraries. Such libraries can be represented by, perhaps, one of their own trustees serving on the regional board, plus some library directors in a rotating capacity.

At present there are at least three boards governing library activities in the region. These are the boards of ECLA, CLSU3, and WLSC. A merger of CLSU3 and WLSC should obviate the need for separate boards. ECLA might well take on a newly defined role, that of an information/lobby group for libraries in the region. People who now serve on WLSC/CLSU3 boards, among other candidates, could be eligible for membership on the WTLC board. Further interested parties not on boards as such could be encouraged to form "Friends of the Library" groups to lobby for library interests in or through ECLA. There would be plenty of work for anyone interested in library service.

A further note about the WTLC board of trustees. It would be a regional board, but operating under such state regulations as govern such organizations in Connecticut, and within the broad policy guidelines and administrative rulings of the State Library. Also, the size of a WTLC

board is important. It should be small enough to be a real working board. We recommend no more than nine to eleven members.

FUNDING

A final note on funding. Obviously, no program of services can exist without a solid funding base. Most libraries and library cooperatives with a contemporary range of services rely on a variety of funding sources, including public and private monies. CLSU's present a problem, in that counties do not exist as funding bodies in Connecticut. As for local sources of funding, we find that of the twenty-eight towns in CLSU3, eight rank among the highest twenty-five in the state for combined school/non-school tax rates. The others are average. (Not in the highest twenty-five nor the lowest twenty-five.) The eight include the towns of Andover, Bolton, Coventry, Tolland, and Vernon in Tolland County, and Chaplin, Scotland, and Windham in Windham County.¹¹ However, the percentage of local taxes for non-school purposes varies widely. As an example, take the eight towns of CLSU3 which are among the highest in the state in terms of total taxes.

ESTIMATED EQUALIZED PROPERTY TAX RATE (MILLS)
FOR SCHOOL/NON-SCHOOL PURPOSES, SELECTED TOWNS¹²
IN WINDHAM/TOLLAND COUNTIES

<u>Town</u>	<u>Tax Rate (Mills) School/Non-School</u>	<u>% Non-School</u>
Andover	27/7	20.5%
Bolton	24/9	27.2
Chaplin	37/10	35.8
Coventry	25/14	21.2
Scotland	38/2	5.0
Tolland	23/11	32.3
Vernon	20/12	37.5
Windham	18/16	47.0

Thus, even in towns with a high overall tax rate, the amount available for non-school purposes varies from 5% to 47%.

It can be argued, of course, that any funding for cooperative ventures over the whole of the region should in fact come from non-local sources. The whole idea of regional cooperation is to share the resources available within a wider area. And a wider funding base (in this case the state, because county funding does not exist) is therefore required. We will consider state funding as the first of several possible sources.

Sources of Funding to Meet Charted Activities

1. State aid has to be the single major funding source, and it is entirely proper that it be so. An agency of the scope of a regional library cooperative necessarily crosses many jurisdictional boundaries, and in this case includes twenty-eight towns. The services supplied are to benefit libraries of all types in these towns, and ultimately, all the people living therein. This area represents two of the counties in the state, and since the services of the regional cooperative are being extended to a wider-than-local area, state funding is most appropriate. Frequent, regular approaches for such aid are necessary to secure what has to be the bedrock support of any regional cooperative endeavor. The push for expanded state aid for CLSU's is the single most decisive element in guaranteeing their future.

State support should not be thought of in too narrow a sense, however. There are other categorical state aid programs which may be useful sources of personnel, programs, or other resources. One such is the Connecticut Arts Council.

2. Federal funds are available in a variety of forms under such legislation as the Library Services and Construction Act (LSCA), the Elementary and Secondary Education Act (ESCA), and the Higher Education Act (HEA). The Comprehensive Employment and Training Act (CETA) may be a very good source of professional and non-professional personnel. The National Endowment for the Arts (NEA) and the National Endowment for the Humanities (NEH) also present possibilities for funding special programs. Area planning agencies can be most helpful in discovering additional sources of federal support. In any case, a staff member of CLSU should become familiar with all of these federal sources of funding, their guidelines, and deadlines for application.

3. Private funding is sometimes available in the form of foundation grants. This involves identification of foundations which are likely to give funds for the types of projects a regional cooperative may initiate, development of a proposal, and application. Most foundations do not grant funds for on-going projects, but are often interested in funding the first year of a new service or program. Care should be exercised by a cooperative that it not compete for private funds with its member libraries.

4. A further source of funding which we do not recommend is institutional membership fees paid by member libraries. Many of the local libraries

in the region have enough difficulty increasing their budgets for regular expenses such as materials, etc., and it seems unrealistic to expect them to be a source of income for a cooperative. The amount of money which might be available does not seem worth the administrative cost of obtaining it, in our opinion.

Further specific suggestions concerning funding for a regional cooperative include:

- * A much more in-depth investigation of both Federal and foundation funding sources. As an example, the Bowker Annual, 1978, p. 112, lists over thirty-five Federal library and library related funding sources. The same reference lists foundations with a known interest in libraries. (None are listed in Connecticut, but this list is only of larger foundations. For the local scene, the latest edition of A Directory of Private Foundations in the State of Connecticut should be used.) There are national foundations which might be useful: the Sears Foundation awards grants to rural areas, and the Kresge Foundation has given to library building projects.

- * The cooperative should keep up with news about foundations by subscribing to Grantsmanship Center News and Foundation News.

- * As part of the governance of the cooperative we would hope that there would be lawyers and trust officers of banks on the board of trustees, and that their skills could be drawn on to help prepare estate instruments of benefit to libraries in the area.

* The solution for funding CLSU's lies in not only pressing continually for augmented state aid but in sharing resources - materials, space, technology. We will have much to say of such sharing within Region 3. We should also indicate, however, that there might well be sharing among the regions. No one region, by itself, will be able to do all that needs doing. Each region should develop some particular strength that it can eventually trade to other regions or to the whole state. Thus, Region 6 might develop films and video that Region 3 could tie into, and Region 3 might develop bookmail service that Region 6 might use. The answers to financial constraint are always two-fold: making the dollars go further through sharing and increasing the number of dollars.

Sources Of Funding For Member Libraries Which A Cooperative May Assist In Obtaining

Many of the above sources, such as CETA, would also provide funding for member libraries, and a regional cooperative should be able to assist these libraries in obtaining this aid. There are, however, funding sources more appropriate to member libraries which are listed here:

1. Some State funds in Connecticut are earmarked for library construction.
2. Federal programs which seem to have nothing to do with libraries should not be overlooked. Examples are such programs as the Community Development Act and General Revenue Sharing. Construction funds are available under CDA for communities under 10,000 population. Libraries in

communities over that size may qualify as a multi-purpose center, if they build "branch" libraries, or if they provide for handicapped access to their buildings. Historic preservation grants provide funds for the acquisition and restoration of historic sites or structures for the benefit and use of the public. Donated services may be considered as part of the local matching requirement. The Farmer's Home Administration provides long-term, low-interest loans with up to forty years to repay for public facilities in rural areas.

3. Fund drives may be conducted either by professional fund raisers or may be locally run. A library cooperative could advise on the use of professional fund-raisers - which one to use, what proper fees are, etc. - or could give advice on how to conduct a local drive for specific purposes.

There is one key element vital to all fund-raising projects, and that is information. One of the most useful things a regional cooperative could do would be to have someone on its staff who would investigate grants or other financial resources, and pass the information along at regular intervals (in the region's newsletter perhaps) to area libraries. Thus, both local libraries and the regional cooperative would be aware of potential new funding sources. We have suggested that such grants information projects be undertaken by the regional cooperative, perhaps as a part of the reference service function.

THE FUNDING PICTURE FOR CLSU3, 1978 - 79; AN ESTIMATE

In an effort to show the total available resources for cooperation in CLSU3, we present below the anticipated WLSC budget for 1978 - 79, as well as estimated state aid and "carry over" LSCA funds. This is based on information provided to us from the Center and the State Library. It is not necessarily our intention to endorse this budget for WLSC inasmuch as we recommend a melding of WLSC and CLSU3 into a new entity. Rather, we want to show that a commingling of all funds available for cooperation in the region provides a sum sufficient to begin a respectable cooperative operation.

PROJECTED BUDGET WLSC, 1978 - 79

A projected budget based on staff estimates, would show the following for 1978 - 79:

<u>Category</u>	<u>Amount</u>
Salaries/benefits	\$ 92,436
Books/materials	25,000
Rent	27,500
Oil	4,500
Phone	1,500
Water	190
Equipment	7,430
<u>Building remodeling/repair</u>	<u>12,260</u>
TOTAL	\$170,816

What might a "draft budget" look like for a proposed WTLC? Assuming that WLSC got its budget request:

ESTIMATED WTLC BUDGET - 1979

WLSC budget	\$170,816
CLSU3 - state funds	50,000*
<u>CLSU3 - balance of LSCA grant</u>	<u>5,000 (est.)</u>
TOTAL	\$225,816

*Assumes \$40,000 state aid, \$10,000 grant possible upon application.

This is necessarily an estimated, hence an imprecise budget. What we want to show, though, is the possibility of securing a fairly substantial sum for the proposed WTLC by pooling the resources of WLSC and CLSU3. Even if the income estimates are too high, the total budget provides in excess of \$1.00 per capita for the cooperative and is obviously greater than either WLSC or CLSU on its own. Thus, the total state funding (LSCA being considered state funding for administrative purposes) might be \$225,000 for a two county area of about 200,000 population. (This does not include the value of other services provided by the state: e.g., film service and processing of materials for WLSC). Based on our own experience with a cooperative in a similar area, we estimate that \$2.00 per capita represents a truly adequate sum to undertake the purposes intended, and that that is the target to shoot for in the next few years.

As a comparison, look at state aid figures for two rural systems in upstate New York, in areas comparable to Windham-Tolland Counties:

STATE AID, TWO NEW YORK RURAL SYSTEMS - 1978

	<u>State Aid</u>	<u>Population</u>	<u>State Aid Per Capita</u>
System A	\$404,000	229,000	\$1.76
System B	255,000	162,000	\$1.57

This is state aid to support a public library system which does not include schools of any kind. For a multi-type library system (or cooperative), we feel that a minimum of \$2.00 per capita is a modest beginning and target to shoot for. (As a further comparison, state aid is about \$1.67 per capita overall for public library systems in New York State.)

To integrate the two charts, then, would show the following:

COMPARATIVE STATE AID, RURAL CONNECTICUT AND NEW YORK LIBRARY SYSTEMS

	<u>State Aid</u>	<u>Population</u>	<u>State Aid Per Capita</u>
N.Y. System A	\$404,000	229,000	\$1.76
N.Y. System B	255,000	162,000	1.57
WTLC (est.)	225,000	200,000	1.13

Note that with its figure of \$1.13 per capita, WTLC would start to come close to the per capita figures of other established library systems. (Although the actual amounts per capita for the New York systems are greater, they also provide services which the WTLC would not, at least at present, offer: full-scale regional film service, and ordering, processing and cataloging of library materials, both provided at no charge to member libraries. Thus the actual amount of dollars available for service might be closer, since initially WTLC would not be providing as wide a range of services.)

COMMUNICATIONS

Under the general heading of a much overused term, "communications", we include publicity, public relations, a newsletter, and workshops. This seemed appropriate because each of these topics include communications in some form: a regional cooperative and area libraries, the cooperative and the general public, area libraries with each other, the region with other parts of the state, and so forth.

Publicity and Public Relations

As a need articulated by users and librarians alike, library public relations should tell the story of each library's activities, and the high points of library service in the region. Many users told us that they hadn't seen any news about libraries in over six months; no items in newspapers, nothing on the radio, no signs or posters.

How can a regional cooperative help with publicity? By issuing canned "fill-in-the-blank" news release forms which can be adapted by local libraries. By organizing a poster service to print inexpensive but professional-looking posters for use in the library to announce special events, or even hours of opening or directional signs. (Many libraries nationally do very poorly with internal displays.) By coordinating programs which get people into libraries, where they can become aware of additional services. And by developing training projects which help local librarians to improve their service.

Newsletters

A most useful and inexpensive way to communicate among libraries and boards of trustees of the region, indeed to create a sense of "region", is a newsletter. A newsletter for CLSU3 (the first issue of which appeared in June 1978) can aid library development by exploration of common interests, articles on instruction, new developments, and timely items from the region and outside: What's the best way to house and circulate phonorecords? How should users be handled during a reference interview? What constitutes reference questions? What recent legislation provides a source of funds for CLSU3?

These and dozens of other topics are of interest to local librarians, along with news of recent activities in local libraries: Who just got a budget increase? Who had a nice jump in circulation? A good newsletter should not be just a "social sheet", as some are, but a vehicle for communication, learning, and teaching for libraries and their boards. Judging by the responses to our directors' questionnaires, people of the region are eager for a newsletter.

Workshops

Workshops are really short courses in - almost any subject. A frequently requested item among area library directors, workshops are one

of the things which a regional cooperative could do best. Ideally, the cooperative would draw on its own staff expertise (as has been done through the existing reference service and WLSC) as well as bringing in "outsiders" to cover additional areas.

Workshops or other training sessions are best done when they involve everybody - when all attendees get to participate - and when they are repeated at certain intervals to cover changes in personnel at local libraries, to update old skills, etc. It is also useful to move the location of meetings around, so that area librarians can see what other area libraries look like, who their staff is, what their collections are like. This is already done to some extent with the Swap groups.

What types of workshops should be held? The list is endless. Our suggestions for a few basic ones include:

- * budget preparation and justification
- * reference (a multi-session series covering identification of questions, conducting the reference interview, sources, follow up, and publicizing reference service.)
- * Supplemental funding sources: grants, where they are, and how to apply for them:

A critical question is: how does the librarian of a small library make time for meetings? Over and over again, our interviews indicated a lack of time for cooperative and learning activities. Local boards and administration must be educated to the importance of paid attendance at meetings by local librarians, to help them upgrade and widen their skills. In some cases, this will mean hiring temporary substitute help.

WTLC could assist by compiling a list of area "substitute librarians" - trained, experienced librarians now unemployed or only partially employed - who would be willing to step in for a few hours while the regular librarians attend meetings or training sessions. Such a substitutes list might be helpful for other purposes as well. WTLC itself might employ some of these people, when it became financially solvent, on an "on call" basis for temporary or project help.

In the interim, the education of public library and school board members/administration as to the value of staff education and training should proceed. The newsletter should carry detailed descriptions of the educational content of meetings and directly suggest to boards and administrators that they should pay their staff while attending, and pay for substitute help as necessary while they are absent. Staff members learn best and most through contact with colleagues.

OUTREACH SERVICES: TWO POSSIBILITIES

Given the need for some type of library outreach activities, two such services which are commonly operated by regional cooperatives are bookmail and bookmobile service. Each of these has its own routines, procedures, benefits and costs. To take the less common one first, let's consider bookmail as a service to be operated by a regional cooperative.

Bookmail

Bookmail is designed to provide book and other library materials to rural residents who cannot use stationary libraries. By providing a "library as near as your mailbox", bookmail reaches users who cannot get to stationary libraries because of distance, lack of transportation, physical handicap, or insufficient local library hours. Recent years have seen greater efforts by libraries to reach non-users, and people in less densely populated rural areas have been a natural candidate for bookmail use. A mail order service is a natural expression of this "extension" principle.

Bookmail may offer a variety of library materials: paperbacks, tape cassettes, magazines, newspapers, interlibrary loan, and occasionally reference/information and interlibrary loan service. The most common single item is the paperback, because of its low purchase price and light weight, which of course keeps postage costs down.

We won't go into detail about the mechanics of running a bookmail program: it requires planning, developing, operating and evaluating just like any other operation. In the Survey Team's rural library systems two cost studies have been conducted as well as one user survey of bookmail operations. Bookmail has been found to be very popular with patrons (who quickly become attached to "their" service), and generates much good will for the library system. The costs? Our two cost studies indicate that total costs are about \$1.00 per circulation. This includes everything: books, supplies, printing, publicity, personnel, postage, transportation, plus a proportionate share of building overhead: utilities, rent (where

applicable) and other fixed costs. Circulation in one system is over 20,000 and in the other system over 30,000 items per year.

Obviously, a key factor in mail order operations is the performance of U.S. mail delivery with the cheaper class rates. It does little good to have a fine bookmail operation if users have to wait days to receive their books. (Certain postal procedures and regulations must be learned in the earliest stages of such a service.)

To determine the speed of mail delivery in CLSU3, we had a test mailing conducted. On May 23, 1978, thirty-three pieces of third-class mail were sent out from the Columbia post office to libraries in Windham and Tolland counties. Inside each envelope was a post card which the libraries returned indicating when they had received their third class mail. Ninety-three percent of the libraries received the mail within three days. The complete breakdown was as follows:

THIRD CLASS MAIL TEST, CLSU3, MAY 1978

<u>Pieces mailed out</u>	<u>Received within:</u>	<u>2 days</u>	<u>3 days</u>	<u>4 days</u>	<u>5 days</u>
23		26 (78%)	5 (15%)	1 (3%)	1 (3%)

This seems especially quick when one notes that some libraries are open so few hours as to not to have a person available when the mail arrives, and considering, too, that the test period was near the Memorial Day holiday, when post offices were closed for one day. It would appear, based on this small survey, that lack of speedy mail delivery alone would not be a reason against offering bookmail service.

Bookmobile

An old form of outreach service is mobile service. The contemporary type of bookmobile has been around for many years, in many shapes and sizes, from tractor/trailer units to small vehicles only slightly larger than delivery vans. It usually serves patrons directly.

The bookmobile tends to reach a slightly different population than bookmail: people who live in rural hamlets (concentrations of populations too small to support a stationary library), or institutions like central schools, nursing homes, or housing complexes. Bookmail users are usually scattered homebound individuals; bookmobile users are often gathered in small aggregations.

A typical bookmobile is likely to offer a more complete range of services than does bookmail: hardback books, phonorecords, periodicals, sometimes films/A-V equipment, framed art prints/sculpture, as well as "on board" ready reference and reader's advisory service. It attempts to be a scaled-down library.

Bookmobile costs may, initially, be higher than bookmail. A new standard-sized vehicle would easily cost \$60,000 today, and maintenance and fuel costs are quite high. However, once a vehicle is purchased, and depreciation is figured on a normal cycle, the cost per loan is quite low. Indeed, our own studies show a unit cost of \$1.11 per circulation, which though more than bookmail, is lower than might be expected. Like bookmail, bookmobile service offers another advantage, aside from the service itself:

bookmobile users become very protective of "their" service, and are often willing to speak to legislators and others about the value of library service.

Choosing Between Bookmail and Bookmobile

To begin with, we should say that the choice is a difficult one and in our System has not been made. That is, we offer both and find that they complement and supplement each other, rather than compete with each other. In addition, it has been our experience, perhaps contrary to expectation, that both tend to stimulate the use of stationary libraries. To pinpoint the differences: In our experience the bookmobile does more interloan work, provides more person to person contact, and serves children somewhat more easily - because it may park at schools and because it is so visible, attractive and attention getting. The bookmobile offers a wider choice of materials and is about the most effective public relations tool a library can have. Bookmail, on the other hand, tends to be more effective in reaching the handicapped, homebound, aged and infirm adult who cannot drive or walk to a mobile or a stationary library. It also reaches the young mother at home with children, whose husband uses the family car, as well as those temporarily disabled because of recent surgery, etc. In an age acutely conscious of the need to serve the handicapped, bookmail offers an almost ideal means of accomplishing this goal. Incidentally one New York system is currently conducting an experimental Vacation Reading Club by mail, for

the children of bookmail users. The initial response is overwhelming, much to the surprise of the Survey Team. An even speedier (we think), although less frequent variant, books-by-phone, is now under study.

We have noted the forbidding and rapidly rising costs of new bookmobiles. Lease-purchase plans can probably be arranged. We do not recommend purchase of a cheaper used bookmobile unless it has been very carefully evaluated. Bookmobiles are a popular device, but the popularity can turn to hostility, if through continual breakdowns the vehicle fails to meet its schedules and disappointed patrons are left waiting, often literally "in the cold". Older vehicles tend to have higher maintenance costs and there may be considerable difficulty in locating replacement parts for them. This can translate into a lot of "down-time", which may be increased by difficulties in locating competent mechanics for these somewhat complicated machines. Bad weather and poor roads are other common inhibitors of regular bookmobile service.

The foregoing problems are largely avoided by bookmail. Or rather the problems are turned over to the U.S. postal service. But perhaps of greater moment is the consideration that bookmail is a more flexible instrument generally and can be run by a smaller staff which because it is "in-building" can more easily be used for other functions than can the bookmobile staff, much of which is often on the road. When the mobile crew is on the road or even parked at slower stops it cannot easily be working at other things. Moreover, travel time, which is considerable in a spread-out area, is wasted time. Finally, it is our experience that a bookmail service can

be more quickly launched than a mobile service, which requires plotting of routes, considerable advance publicity, going out to bid for vehicles, etc.

For all these reasons, we tend toward, although we would not insist on, bookmail as the preferred initial outreach instrument. Ultimately, we recommend the bookmobile as well...in Phase IV of our plan. It is our further belief that after bookmail service is fully implemented, in one to two years, i.e., after regular service is established for all rural routes and a regular schedule of book catalog issuance is developed, that WTLC should offer bookmail service to other regions on a fee basis or for a service quid pro quo. Funding difficulties will prevent any CLSU region from offering a full range of services and thus each should develop specialties which are then made available to or traded with other regions. Thus Region 3's bookmail could be traded for another regions's film services. Bookmail, unlike bookmobile service, is easily made available to very large regions; indeed, it may serve an entire state. Should the latter configuration develop, Region 3 might rightly ask for special state-aid to serve as the state-wide center for bookmail service.

Incidentally, when we speak of bookmobile service, we are not talking of bookmobile service to libraries, but to patrons. The first which has been tried in the past by the Service Center, seems to us gratuitous and eventually degenerated, as might be expected, into delivery service. Since we think that it is absolutely critical for the continuing life of CLSU3 to develop a grass-roots constituency, willing to support its requests for additional needed funds, a popular direct service to users is needed. It is for this reason of "political strategy" we would recommend that a direct

service to readers, in the present case, bookmail, be established immediately in CLSU3. Bookmail, unlike the bookmobile which may be a local library service, makes no sense except as a regional service. It reaches people not easily reached by any other means or any library - the handicapped. Thus it would not be in competition with existing stationary libraries.

It is therefore our recommendation that Phase I see the establishment of a bookmail service. First year costs are projected as follows (for basis of personnel estimates, see funding column in the chart of phased-in activities):

Equipment	\$ 475
Books (largely paperback and large print)	4,725
Postage	4,800
Printing of catalogue and flyer	2,500
Supplies (jiffy bags, labels, etc.)	2,900
Recordings and/or cassettes	1,000
.5 Professional librarian	7,500
<u>1.5 Clerical staff</u>	<u>11,250</u>
Total	\$ 35,150

It is our further belief that within one to two years, circulation will be within the 30,000 to 40,000 range and thus the cost will be in the area of \$1.00 per circulation. Considering the immense cost of any service to the handicapped and other special populations, this will turn out to be the cheapest service to the disadvantaged offered by any agency. This, at any rate, is our opinion based on experience in similar areas. We further predict, in the wake of establishment of the service, a great outpouring of gratitude by those served. It bears repeating that many of the libraries in the area have a considerable number of architectural barriers which effectively preclude their use by the handicapped. Bookmail overcomes this difficulty.

A final note as to funding. Availability of equipment such as shelving is assumed. Personnel for this project might be obtained through the CETA program, while the other costs (\$16,400) could be paid by CLSU3 state funds, or an LSCA grant should be sought. Bookmail service could also be an eminently attractive foundation-supported activity. An "establishment of service" grant, or further down the road, an "expansion of service" grant, could be sought from private sources.

REFERENCE SERVICE, INTERLIBRARY LOAN, AND UNION CATALOGS

The quality of reference service depends on having an adequate and current reference collection and a capable reference librarian. Our reference collection survey showed serious collection deficiencies among a great many responding libraries. The lack of a reference count and record in most libraries, uneven use made of the CLSU reference service, the lack of a non-fiction union catalog for the area, and of a comprehensive union catalog of periodical holdings are all indicative of gaps in the information services available to the public. Remediation requires the following:

1. A "Manhattan Project" to improve the ready-reference resources of all libraries in the area. Every library should seek supplemental funds from its major funding sources, dip into reserves, if it has any, or seek special funds from private sources for this purpose. Reference books are eminently suited for designation as objects of a special drive. They are the library's "capital" in the sense that they are more expensive, non-circulating,

non-ephemeral materials of relatively permanent value to innumerable people. As such, they are susceptible to having a special case made on their behalf to donors. Sometimes the latter hesitate to give monies to libraries for operating purposes because of the recurrent nature of such requests. The same donors may not be reluctant to contribute to a capital funds drive of a non-recurring nature. On the other hand, it should be repeated that there is no reason why extra public funds, such as revenue sharing monies in the case of public libraries, should not be sought for this purpose. WTLC's reference librarian may assist by providing basic lists of reference works with purchasing information. A "package" could be made up for given dollar amounts, e.g. \$100, \$500, etc.

2. WTLC's Reference librarian should attempt to visit every library possible and on a personal basis acquaint the librarian with what reference service can do and how it can be accomplished. This should be done as soon as possible, before the reference service volume and staff grows to the point that the librarian is effectively prohibited from being absent from the service site. Reference service must be actively promoted and not passively provided. In some instances the CLSU reference librarian might work alongside the regular reference person, learning and teaching on the job.

3. The Newsletter should contain, as a regular feature, sample reference questions and the responses made. It might also carry capsule annotations of new and important reference books that should be purchased, or such a list may be issued separately. In other words, it should function as a continuing education tool in reference work as well as a vehicle of news and publicity.

4. The reference librarian should offer an intensive short course in the use of the reference core collection, conduct of the reference interview, collection of reference statistics, etc. Four to six half-day sessions might be involved and the help of professional reference librarians from academic and major public and school libraries engaged to offer certain sections. Assignments would be given (actual reference questions), and refresher courses offered annually. In addition, nearby library schools might be contacted to see if they would agree to have one of the faculty offer mini-courses in aspects of reference service for continuing education credit. Another possibility worth investigating would be to have librarians of small libraries actually work at the reference desk of larger libraries for a week or so to gain "hands on" experience.

5. The Fiction Catalog should be expanded to include Non-fiction acquisitions of libraries in the area. This would be a comprehensive main-entry catalog of current non-fiction purchases of 6 - 10 larger area libraries. The cooperating libraries would submit author entries to be consolidated on a single unit card that would show which libraries own the particular title. If the library does not circulate the item, this would be noted as well. It would of course be preferable to have a full author, title, subject catalog. However the filing time involved would be prohibitive. Moreover, if CLSU acquired or had access to a sufficient number of printed verification tools, and as it gains access to OCLC and CLSI, such cards will become increasingly unnecessary. Ultimately this file may be inputted into an automated system. However, as an interim measure, this procedure is necessary to improve present information access and sharing, and also as a logical preliminary step for

future automated collection access. CETA help or college work-study help might be used for filing.

6. A periodicals union list built on the admirable efforts of Quinebaug Valley Community College's librarian should be instituted and maintained. The same libraries that contribute to the Union list of non-fiction might be asked to submit their periodical jobber subscription lists to CLSU, which would then consolidate them into a master holdings list of currently received materials. The Checklists of periodicals holdings returned to the Survey Team might serve as a beginning.

7. Delivery service linkages among all types of libraries should be established on a regular basis. Interlibrary pooling of resources is dependent on the existence of a union catalog reflecting the holdings of all types of libraries and delivery service linkages between them. At present Connecticar and the Project Connect van frequently pass each other. A Task Force should be established in the region to determine the precise nature of the linkages and how they will be established. Even if it turned out to be necessary to purchase a delivery van, this should be considered. Another possibility to be investigated is United Parcel Service or contracting with another commercial carrier. Or, perhaps, the state can be induced to fund a pilot project for the region of intertype delivery using Connecticar. Considering the episodic use of school buses, there may be a legal means to use one of them for this service.

8. Publication of a Windham-Tolland County Resources Guide. This would be a listing of the subject strengths of individual libraries of all types,

the size of their collections, significant holdings of non-book materials, special collections such as large print books, foreign language materials, hours of opening of the institution, address, telephone number, and names of principal library staff. This tool would be updated annually, although a continuous record of changes would be maintained. This, in effect, would be an expansion of the directory now maintained by ECLA's reference librarian.

9. Designation of a Regional Resource Center as a first-level back-up for interloan: This first level back-up resource would correspond to a System central library or the referral library in New York State. Outside of UConn there is no one library which has sufficient resources to do the job. UConn seems to have an enormous task in meeting the needs of the university community as well as its responsibilities statewide.

The dilemma seems resolvable, if we consider as one unit the total library resources in the Willimantic area: three nearby libraries together hold not unrespectable numbers of volumes: ECSC - 103,000 volumes; the Service Center - 65,000 volumes; Willimantic Public - 39,000 volumes. Thus the three collections together or even two of them might eventually be designated as the WTLC Central Resource. This "troika" could be searched first for interloan requests. In effect, their existing catalogs would constitute the prospective-retrospective author, title, subject union catalog of the region. It seems also that having as one "central library" three types of libraries would offer a uniquely varied combined collection wherein the weaknesses of one kind of collection would be supplemented by the strengths of another. In addition Project Connect materials might thereby be made available to public libraries as the full range of Service Center materials

would become available to the schools. WTLC might consider reimbursing the ECSC and Willimantic Public for the over-use of their collections; or a quid-pro-quo could be offered, such as purchase for and placement in the central libraries of expensive verification tools which would facilitate the interloan process, as well as their own on-site service. Or a special supplemental book grant could be made to them by WTLC, with title to the books housed there remaining with WTLC and with the express stipulation that the books are available to all libraries in the region through interloan and to all patrons on a walk-in basis. Even though three locations are involved, their proximity to each other would make the arrangement feasible in our opinion. Since the combined juvenile collections of the three libraries are substantial, treating them as one regional back-up resource would make their comparatively rich collection of children's materials more accessible to all area libraries. Inasmuch as ILC does not loan juvenile books, it is important to have a central regional interloan resource.

It should be noted here that the state's excellent interlibrary loan network should not, in principle, be invaded or undermined by regional arrangements. The intent is to supplement these. Accessing regional resources puts less of a burden on the central resource. Moreover, it increases the likelihood of filling requests and it may increase the speed of fulfillment.

n.b. The purpose of the State Interlibrary Loan Center (ILC) is to supply supplementary books and other materials to libraries in the state and to support and enhance the development of an interlibrary loan network within Connecticut. A long-term goal of the ILC is to encourage a climate for the development of a statewide interlibrary loan network which would interface with the emerging regional and national network by having immediate access

to the holdings information of all other libraries in the state available through a central source. The Interlibrary Loan Center could act as a switching point for requests for materials emanating from libraries in the state and those coming into Connecticut from libraries in other States, a role that the Center already fills on a limited basis.

10. Make available on-line data base services: It is our understanding that UConn is already on-line to some of these services. We propose that WTLC reimburse UConn for area library use of a limited number of data base searches. This would introduce a new reference tool to the general public. Thus each library might be allowed up to two or three "free" searches of a defined length per month, these to be billed to WTLC.

11. Improvement of newspaper and periodical backfiles, in microfilm where possible, with corresponding indices: Perhaps a regional Periodicals Task Force should be established to define the parameters both of the proposed Union List of Periodicals and of the retrospective periodicals back-up collection. The material unquestionably exists at UConn. The question is: is UConn in a position to offer these materials to the region? In addition to problems of insufficient staff, one must also consider the matter of copyright. Particular periodical titles owned by one institution can be copied only a limited number of times. Thus multiple ownership is not only desirable, but necessary. Once again, it has been our experience that it is not impossible to secure foundation or other private funds for the purchase of microform backfiles. These are not recurrent requests and thus have a "capital" rather than an operating expense aura. The fact that they are preserved and used and are valuable for very long periods of time and do not circulate make them attractive to donors.

12. A truly excellent information service does more than answer questions from printed sources. It requires knowledge and use of "informal knowledge banks", such as local experts in various fields willing and able to handle inquiries. This is accomplished in a number of ways. One is compilation of a "People to People" file such as is being developed in libraries elsewhere and which includes listings (by topic) of individuals who are expert - to varying degrees - in those topics, and who are willing to receive calls for information. Most reference librarians carry this kind of file - built up through experience - in their heads. "People to People" indexes are a step towards formalizing these contacts and insuring that this source of knowledge is shared with others and not lost during staff changes.

Another major step being initiated by libraries in the field of Information and Referral (I & R) is the building of a local data bank of existing services in the region. In this way the library becomes a switching station for public access to the growing maze of services being provided by governmental and private agencies. Information is given on questions such as "What special services are available to me around here now that I'm a Senior Citizen?" or "What is there for my 10 year-old to do this summer?", and the inquirer is Referred to the service or agency providing the help requested. Such banks of information can be developed without the use of a computer, although access to automated equipment is definitely advantageous but expensive. The regional reference librarian should offer workshops in "I & R" and should work with the Quinebaug Valley Health and Welfare Council on its Directory of Human Services.

13. A continuous program of public relations will be required to bring to the attention of patrons and librarians the existence of the Union Catalog, interlibrary loan, new services provided by WTLC and by the member libraries themselves. This would be part of an overall effort to "sell" libraries to the people of the two counties and more specifically, to sell libraries as sources of specific information and not just recreational reading to the people of the region.

14. An expansion of regional reference service to evening hours and weekends: At the present time, both "Library Line" and the CLSU Reference Librarian are available "office hours". Either the CLSU staff should be augmented or another library should be contracted with to handle reference inquiries evenings and weekends. If the latter, an educational job to the region's library community may be necessary. The existence of the two-way toll free WATS line at the Service Center would make it easier for evening-weekend service to be conducted there; and if this can be done, either by paying the pro-rated cost of utilities to the Center or in some other way, we would recommend it. The fact that many of the smaller libraries have extremely limited telephone budgets mandates the continuance of toll free service if the regional reference function is to be used as it should be.

As a further element of expansion, the general public should be encouraged to use the regional reference service, either through calls from libraries while the user is in the library, or calls directly to the reference service from the user's home, business, etc. In this way a quicker service might result, since the regional reference librarian could talk with the patron directly, and ascertain immediately what the question is. This seems especially important, since Library Line is not available evenings at present.

UNION CATALOG

Virtually all informational activity in a library depends on the quick, convenient location of materials. This is the case with interlibrary loan, reference, information and referral, cooperative collection building, and last copy storage. The building of a truly comprehensive Union Catalog is as costly a process as it is time-consuming.

Fortunately, it is not necessary that a Union Catalog be complete for it to be useful. It is equally fortunate that some beginnings have been made that can be built upon.

Proposed Regional Union Catalog Activities:

At the present time, the Union Catalog activities in Windham and Tolland Counties consist of the Fiction catalog maintained at WLSC in which is filed the acquisitions of 18 public libraries and the catalog of last copies. The combined collections held at WLSC total 65,000 volumes. It is these collection holdings which are contemplated for inputting into the proposed state computerized Union Catalog.

In addition, under the leadership of Quinebaug Valley Community College, a union list of periodicals holdings in libraries of the Northeast Corner has been compiled in printed form.

It is suggested as a practical interim addition to union catalog activities that a prospective author card catalog of non-fiction materials acquired by

six to ten libraries of all types be commenced.

It would be well to be able to access the region's own non-fiction materials and not be entirely dependent on the State for interlibrary loan. Not to do so places too heavy a burden on a resource used by people throughout the state. Moreover state interlibrary loan service, which some patrons complain is too slow, is subject to budget-related reductions. In any event, the more locations for the user, the likelier the possibilities of securing the materials at all, as well as expeditiously.

Monetary resources are not available at this time for collecting acquisitions data from all the libraries in the region, or for making the proposed catalog retrospective, or for completing a full title/subject/author catalog. It would be neither economically feasible nor necessary to input acquisitions by UConn. The latter may be telephoned for this information practically around the clock.

Therefore, our initial proposal is that author cards reflecting current non-fiction acquisitions of six to ten libraries in the region be filed with CLSU. The libraries chosen might include public and school libraries with the largest non-fiction collections, plus Quinebaug and Annhurst Colleges, and ECSC. In addition to size of collection, geographic location should be considered since many users and indeed some librarians do not entirely depend on the delivery system to obtain their materials, but simply drive over for them. Thus, it would be well for the union catalog to reflect the holdings of libraries widely and strategically located so as to provide convenient access to patrons from all parts of the two counties. (We have already noted that lack of a retrospective catalog can be overcome to some

extent by using the catalogs of the so-called back-up libraries located in Willimantic for this purpose.)

It is not our intention to in any way compete or even appear to compete with the Union Catalog, Library Line, Connecticar, and Connecticard, i.e. state-wide reference, interloan, and ancillary services. These appear to us to be outstanding, forward thinking, and imaginative. The thrust of our recommendations is to regionally supplement state services, to get the best use of public monies by filling at the regional level what can be filled there, to access multiple sources in order to insure optimal use of the public's investment in libraries of all kinds, and to distribute as equitably as possible the interloan burden.

A further caveat should be entered here: The confusing and possibly overlapping or complementary numbers of state, multistate, national, and specialized subject networks and databanks are not covered in this report. It is our impression that whatever configurations ultimately "triumph" or peaceably coexist, there will still be a need in the next five years at least for a knowledge of the materials resources in the two counties. Whether the OCLC interloan module supplants other systems or they replace it, whether the Center for Research Libraries or the proposed National Periodicals Center flourishes or develops, there would seem to be a place in the foreseeable future for regional union catalogs and regional back-up libraries.

In just the same way, we make no specific recommendations concerning electronic transmission of text. Computer to computer or computer to terminal electronic transmission still awaits high speed character recognition with the flexibility to read from the printed page. High density video scan

techniques are fettered by current communication tariff policy. Even telefacsimile, the basic technology of which has not changed since World War I, suffers from poor copy resolution, requires substantial transmission time, and there is still no unit capable of copying directly from a bound original. There may be social issues as well as technical problems involved with some of the new technology. That is, there may be a disposition not to manufacture some new devices with attendant tooling up costs and problems, while the market for older technology is not yet exhausted.

Suffice to say, that libraries at least in Windham and Tolland Counties still suffer from a dearth of photocopiers. Among the most common complaint of patrons is the lack of a photocopier. These comments are as arresting as they may be discouraging to professionals enamoured of the new technology. They point out that the greatest library needs in Windham and Tolland Counties are not of a "Buck Rogers", but of a bread-and-butter nature.

The impact of the foregoing recommendation to expand the Union Catalog to include non-fiction and periodical holdings might be:

- A. Because it is a more comprehensive source for holdings of all types of libraries, use of the Union Catalog would eliminate much calling around of area libraries to find out which one owns a particular title; it would make unnecessary the time spent by some libraries trying to publish such catalogs for themselves and nearby libraries; it might save money for individual libraries by eliminating unnecessary duplication of little used and expensive materials and thus allow for more extensive duplication of heavily used materials.

- B. Used in conjunction with such printed subject bibliographies as Subject Guide to Books in Print, a Union Catalog would allow the public greater access to materials in any given area of knowledge. In this connection, it is important to stress that the Union Catalog should be located where there is available a sufficiently wide variety of printed bibliographies.
- C. The Union Catalog effect would be especially dramatic for the patrons of small libraries of every type. Given limited materials budgets, Union Catalog access to what is available in many collections should be of enormous benefit.
- D. Attitudinal benefits should be noteworthy; the use of the Union Catalog will be very important in stimulating librarians to think cooperatively. The compilation and publication of printed union lists of various kinds could be avoided in favor of the cardfile maintained by WTLC. Printed lists require the user to check several printed sources, which become outdated the day they are issued. As libraries and users come to use the one source they will learn to see Region 3 resources as a unified whole to be accessed by any person. This approach will help unify the different kinds and sizes of libraries, as well as provide a greater "return on investment" for the public funds involved. Access to the information, unless and until it is made on-line and libraries eventually acquire "search" terminals, would be by telephone. Thus it will become more important than ever that WTLC, which would maintain this Union List, be housed in a location where the file can be consulted evenings and weekends,

by toll-free telephone service.

It would be very desirable to keep a count of the use made of the Union Catalog; frequency, type of use, by type of library, by public directly, etc. The effort to make this tool as useful as possible to the client means that there should be a continuous assessment of who uses it for what purposes and continuous monitoring to determine the kinds of information asked for that cannot be provided. In this way, it may be "redesigned" to be more responsive to client needs.

Concluding General Observations on Reference Service:

1. One-stop information service is the goal. That is, the client should have his ready reference information needs met at his local library, whatever its type. And where this is impossible, the user should, in principle, be able to access the resources of the entire region or of the State through the local librarian's use of networks and services, such as that provided by WTLC.

2. User satisfaction with reference and interloan is the "bottom line". It is based on two factors: A) Fulfilling the need for information and B) Turn-around time. Evaluation must be made of the service to see if it meets the criteria of adequacy. User satisfaction should be sampled directly in an effort to determine whether the answer given or the material found really met the needs and how long it took to get the information or material. In addition, of course, traditional measures of service, which involve recording the number of questions asked, the number of questions answered

satisfactorily, and the subject of the inquiry all need to be kept and reviewed. It is by these measurements and evaluation that the overall quality of the service can be judged.

CONSULTANT SERVICES

In interviews and questionnaires, librarians over and over again expressed the need for visits from consultants. School and public librarians felt this way particularly, but college librarians also wanted ways to secure help from professionals. If the merger suggested takes place, or even in its absence, there are in effect three consultants available now. CLSU3 has a reference and information consultant. And the service center has, in the persons of Mrs. Van der Lyke and Mrs. Owens, a generalist field consultant and a children's consultant respectively. The present and projected work of the Reference consultant is described in some detail in the section on Reference. The suggested work of the Children's Consultant will be detailed shortly. So far as the General Consultant's tasks are concerned, we would see them as involving advisory assistance in matters of management, personnel, planning, finance, and community relations.

All three consultants would, in effect, share the load of in-service training, workshop planning and implementation, and public relations, for their respective specialties, i.e., the reference librarian would conduct workshops in reference services, the Children's Consultant, workshops in children's services, the General Consultant, workshops in budget preparation

and management. Public relations we view conceptually as an aspect of reference and information services, i.e., as information provided to the public about library services and resources.

In order to optimize the use of limited funds, the Reference Consultant would need to offer both reference service and teach others to offer such service. The Children's Consultant would teach story-telling techniques and offer occasional story hours to children at libraries, the General Consultant would teach a librarian how to conduct a program to better relations with the community and talk to community groups herself. In effect every professional consultant would be both teacher and doer.

Inasmuch as the Outreach effort (bookmail) does not in our view require the full-time services of a professional, and since the reference-information functions badly needs expansion, we would suggest that one-third to one-half of the Outreach Consultant's time (to be added during Phase I) be devoted to Outreach, i.e., bookmail plus occasional workshops for librarians in how to reach unserved persons in their community. The other half of the person's time would be devoted to providing extra hours of reference service, assistance with collection-building and public relations.

In addition, we are suggesting the need in Phase II for an Audio-Visual consultant primarily for the films program, but to serve as a specialist on other non-print media as well. The range of activities in the films and recordings area is described in the relevant section. In later years, this specialist would turn his or her attention to working through such media as cablevision.

By Phase IV, if it is financially feasible, we suggest a Program Planning Consultant to offer the variety and range of programs for all age levels and interest that seem to be demanded by library patrons.

In Phase V, if bookmobile service to the public still seems indicated, a full time professional would be required both to administer and participate in this activity.

The services of a building consultant for libraries of all types in the area would be most valuable given the ubiquity of space problems. Whether in fact, it makes more sense to hire a full-time person for such purpose or to contract for one as need arises remains to be seen. The desirable solution would seem to be to have a full-time person to become involved in all aspects of facilities planning, including removal of architectural barriers. If this is not financially feasible, consultants could be retained on an "as needed" basis.

We have, of course, suggested a shared executive for WTLC. The work of this person will almost entirely involve the leadership of the unit, and the definition and articulation of functions as well as financing. We do not, therefore, see a consultant-teaching role for this individual.

In sum, therefore, the professional consultant configuration might be as follows:

<u>Present</u>	<u>Number of Persons</u>
General Consultant, Children's Consultant, Reference Consultant	3
<u>Immediately Add</u>	
Outreach/Reference Consultant	1
<u>Add Thereafter (In the Following Order)</u>	
Audio/Visual Consultant (Essential position)	1
Program Planning Consultant (Desirable)	1
<u>Add, if required and feasible</u>	
Additional Outreach Consultant and Bookmobile Librarian	1
Building and Facilities Consultant	<u>1</u>
Total	8

It is our view that the first five positions listed above are essential, that a program planner is desirable, and that the bookmobile and building positions should be seriously considered at the appropriate time.

In addition, it is our view that a Skills Bank be established to consist of:

1. Librarians in the area with special knowledge and expertise to advise on specific matters, such as automation and technical services.
2. Interested citizens (board members, patrons) to advise on legal, accounting, fund-raising, building and other matters.
3. Planning personnel willing and able to advise libraries.
4. Interested faculty of area colleges and university who have special skills and knowledge.

Children's Services

A few words about children's services as such, within the general framework of consultant services, since we were not able to interview any "consumers" of these services, the way we were with adult users of public libraries.

Children are major users of public libraries. While use of libraries by children is important for its own sake, children are also important for the future of libraries, since they become the adults who use and support them. So the earlier, and more often, a child picks up "the library habit", the better the future for library services in general.

Within the scope of the cooperative's activity, then, we have two broad recommendations for children's services:

1. To help local libraries present the widest variety of material for children.
2. To present children's programming and to train local librarians to do this: story hours, film programs, library crafts projects, summer reading clubs, and the like.

In many ways an effective children's services program undertakes activities similar to those of adult service. Among these are:

- * Issuing basic and current lists of children's titles for all area libraries.
- * Keeping up with new developments in children's services and letting the region's librarians know about this through the newsletter, meetings, conferences, and discussion with individual children's librarians.

- * School/public/academic library cooperation, coordinated by the cooperative, in such areas as equipment sharing (can school film projectors be used in public libraries?), staff sharing (does an area college have a professor of children's literature who could discuss same with area librarians?), resources sharing (could public/school libraries loan some of their children's materials to UConn for literature courses?).

- * Actively weeding children's collections in all area libraries.

- * Investigating the possibility of joint grants applications for public/school library programs for children under ESEA Title IV for example.

- * Planning, conducting, and coordinating many types of workshops in children's services for area librarians.

- * Initiating a regular series of planned visits to children's collections in the region's school and public libraries.

- * Initiating programs in which the children themselves provide leadership. In our own area a children's magazine, edited and written by 4th, 5th, and 6th graders is sponsored by public and school libraries. The thought: writing leads to reading.

- * Serving as liaison to Project Connect (described elsewhere), which links up many regional schools with ECSC. Investigating the possibility of similar linkages between other area colleges and schools, or the possibility of broadening Project Connect to include more schools.

FILM AND AUDIOVISUAL SERVICES IN CLSU3

A recent report on state film and audiovisual services identified the northeastern part of the State as one of two "...real poverty areas... for media."¹³ Audiovisual materials - media - including 8mm and 16mm films, slides, phonorecords, tape and videocassettes, are a part of contemporary library service. Libraries have an obligation to offer media as part of their total service program. Standards for media in libraries have existed for many years, and "audiovisual literacy" is as important as its print counterpart.

Currently, when audiovisual media are mentioned, the first thought is 16mm films or video cassettes. This was true of the Survey Team also. But there is a more common and much cheaper medium whose presence we took for granted until we analyzed the library user questionnaire: phonograph records and audio cassettes.

More library users were interested in getting phonograph records from their public libraries than any other single item. As question twenty-six of the user survey shows, almost 39% of users would like to borrow phonograph records from the library, and when adding those interested in cassettes or audio tapes, this percentage is over 48% - almost one-half of all respondents. Clearly, a way should be found to provide this material to library users. (A check of 1976 annual reports indicates that at least fourteen libraries acquired no new phonorecords during the year, while some of those who did received a very small number.)

Phonorecords/cassettes cost less to buy than many books, and discounts in buying them are large. We would recommend that WTLC consider one of the following to assure that at least some phonorecords are available to library users:

1. A flat grant of, say \$100 to each library, specifically to buy phonorecords/cassettes.
2. Purchase of a large stock of phonorecords/cassettes, perhaps \$2,000 worth, to be centrally housed, and from which libraries of all types can draw.
3. Set up rotating collections of phonorecords/cassettes which would move throughout CLSU3 libraries on a schedule, using the Connecticut delivery system. (This seems the least desirable approach because of administrative costs involved.)

FILM RESOURCES

The availability of 16mm film is taken for granted in most contemporary libraries. Recommended standards of availability for film are in Guidelines for Audiovisual Materials and Services for Public Libraries from the American Library Association.

What is clear from these guidelines is that film is an important resource, although expensive and presenting unique problems of selection, storage, and use. With this in mind, what sources of film are available in CLSU3?

There is no single regional film resource for this area. Major sources are the Connecticut State Film Collection in Hartford, the University of Connecticut collection at Storrs, the Southeastern Connecticut Film Service (formerly Film Circuit) operating out of Groton, and, for schools, the collections available at NARES in Wauregan, and the CREC-sponsored Metro in Windsor. (Metro is the media center operating under the aegis of the Capitol Region Education Council (CREC). Its service jurisdiction includes the towns of Somers, Stafford, Ellington, Tolland, Vernon, Coventry, Bolton, Andover, and Hebron in CLSU3. All other CLSU3 towns are in the jurisdiction of the Northeastern Area Regional Educational Services (NARES).)

THE STATE FILM COLLECTION

The Connecticut State Film Collection is perhaps the most widely used, at least by public libraries. With about 2,000 titles available, this collection at present serves mainly public libraries and state agencies with institutionalized populations. Because of budget/staffing problems, the service was cut back in late 1977 and it was announced that it could no longer serve individual borrowers, community groups, or schools (except for home economics films.) In spite of the cutback, this remains probably the single most important source of films for the region. (Some schools in our survey commented on how the cutback in state films had hurt them.)

OTHER FILM RESOURCES

The film collection of the Center for Instructional Media and Technology (CIMT), UConn at Storrs, is available to any library able to pay the rental charges, and several libraries use this resource. Rentals for many films (up to $\frac{1}{2}$ hour in length) range from about \$6.00 to \$10.00 per showing. A 10% discount plan is available to customers who can deposit \$250.00 or more against future rentals. The collection numbers about 6,000 films, many of them specialized or curriculum-related.

To verify the availability of two key film resources in supplying titles of general interest, a check was made of the ten most-requested film titles of an upstate New York library system in an area similar to CLSU3 with the catalogs of CIMT (UConn) (1974 catalog and 1976 total supplement) plus the Connecticut State Library Collection (films available as of September 1977)

Random Availability of Selected Popular 16mm Films, Public Library System vs. Two Connecticut Film Sources

<u>Film Title</u> <u>(39 or more bookings in 1977)</u>	<u>Availability at:</u>	
	<u>UConn</u>	<u>State</u>
"Ben and Me"	No	Yes
"Case of the Elevator Duck"	No	Yes
"The Concert"	Yes	Yes
"The Doughnuts"	Yes	Yes
"A Hard Day's Night"	No	Yes
"Lady of the Light"	No	No
"The Magician"	No	No
"Meet Me in St. Louis"	No	Yes
"National Velvet"	No	No
"The Secret Garden"	No	No
Total	20%	60%

This provides only a very small sample, but does indicate the likelihood of finding certain popular films in two major potential sources.

One of the underlying assumptions of statewide film service is that local libraries will join film circuits or cooperatives on their own, to supplement State services. The Southeastern Connecticut Film Service, operating out of the Groton Public Library, is the cooperative available to CLSU3 libraries. Given the current restrictions on State film service, the cooperative arrangement is a way for all types of libraries to increase their access to films at very low cost. Also, this is a way in which the resources of one CLSU region can be shared with another.

A fourth film resource of interest mainly to schools, are the collections at NARES in Wauregan, and Metro in Windsor. Like a film circuit, the services of these Educational Service Centers, two of six in the State, are available to those schools which choose to join.

A part of the NARES film collection of about 125 titles is comprised of State Department of Education films, formerly housed in Hartford, but which were distributed regionally. Metro has about 200 of these films in its collection of about 2,000 titles. Both collections are heavily curriculum-oriented.

RECOMMENDATIONS FOR FILM AND AUDIOVISUAL RESOURCES IN CLSU3

We have concentrated attention on just two areas of audiovisual services, phonorecords and films, because the former is inexpensive, important, and

requested by library users, and because the latter is expensive, also important, and for these reasons requires regional planning. Our feeling is that phonorecords are so obviously a local concern that primarily they should be taken care of on the local level. Library budgets should include amounts for phonorecords/cassettes as a matter of course.

The approach to films is more difficult. Ideally, there should be a regional resource for CLSU3, available to all types of libraries. Such a resource, while both desirable and necessary, is also very expensive to create: start-up costs of between \$40,000 and \$50,000 would be likely for such a service.

In the meantime, we do have suggestions for improving and coordinating film service in the region. As one way of providing an additional source of films for libraries in CLSU3, we propose consideration of a Film Matching Grant in conjunction with the Southeastern Connecticut Film Service, located in the Groton Public Library. This service, formerly known as the Eastern Connecticut Film Circuit, has a collection of 206 films (as of June 1, 1978) which is available to libraries who pay a membership fee of $\frac{1}{2}$ of 1% of their total operating budget. (The fee will be based on the 1976 budgets, starting July, 1978.) Membership fees are used to purchase films, and supplies to repair and maintain them.

How can this service benefit CLSU3 libraries? Currently, any library is eligible to join; only Putnam, Bugbee (Killingly), and Thompson have done so. We would propose that CLSU3 consider paying membership fees so that other libraries can belong. Since the fee would be based on each library's operating budget, libraries which have larger budgets would have

more paid in for them. But - as library budgets increased the membership payment would also increase, which would buy more films to be shared by all. In effect, the assessment of the larger libraries' budgets would also benefit the smaller libraries.

How much might this cost? We will, for purposes of illustration and because the budget data is readily available, discuss this only with reference to public libraries. The total operating budgets for CLSU3 public libraries in 1976 were roughly \$300,000. Taking $\frac{1}{2}$ of 1% of this yields \$3,000, the estimated yearly amount it would take to add another film source for public libraries.

SUMMARY OF RECOMMENDATIONS FOR FILM/AUDIOVISUAL SERVICES IN CLSU3

Based on interviews, questionnaires and study of statistical data, then, we would recommend the following, in priority order, for libraries in CLSU3.

1. That a phonorecord/cassette grant be initiated by CLSU3 for all public libraries to insure that each library have some of these materials.
2. That CLSU3 consider creating a fund of about \$3,500 to pay the membership fees for those libraries that wish to become members of the Southeastern Connecticut Film Service. This would in effect be a grant to libraries interested in film service. If more libraries apply for this grant than can be paid for, priority should go to having the optimal geographic distribution - in terms of user convenience of film service members; that is, to make sure that at least one library of some type in each town is a member of the film service.

3. That an audiovisual task force or subcommittee be set up within the region to consider future planning, especially in the key area of regional film/videocassette service. This task force should include members from all types of libraries currently represented on the CLSU3 board, and should address itself first to establishing a "timetable" of goals for audiovisual services in the region. A major immediate problem would be identifying sources of projectors to be used by libraries which would like to use films but have no projection equipment. Could, for example, projectors from school systems be loaned to public libraries in "return" for some of the schools having membership in the Southeastern Connecticut Film Service paid for them by CLSU3?

4. Although our responsibility was to evaluate services in CLSU3 only, we must comment on one opinion which came through from area librarians: that more money be spent at the State level to fund increased purchases of films for the Connecticut State Film Collection.

CENTRALIZED PROCESSING

The over-riding reason for considering centralized processing is that it would provide a tremendous lessening of local libraries' work load, freeing the staff of these institutions to do more public service work. This is as true of one- or two- or three-person school and special libraries as it is of similarly staffed public libraries. In the case of meagerly staffed libraries, where one or two people must perform all duties, often

without adequate clerical help, public service must suffer. There is less time for reference and information activity, for community relations, for reaching out to non-users, for programming, etc.

A second major reason for centralized processing is that quantity purchase of books and supplies will lead to far greater discounts than are available to individual small libraries which lack buying power. Given meager book budgets, the value of stretching the dollar in this way cannot be overstated.

Third, "economies of scale" seem to show that processing can often be performed most satisfactorily at a slightly larger than local level (for example, regionally).

On the other hand, to start a thorough and full central processing service at this time would be impossible because of expense. There is simply not the funding available now or in the immediately foreseeable future for a full service, which would embrace cooperative selecting, coordinated collection development, centralized ordering, centralized cataloging and card production, and centralized physical preparation of books...all of which activities lend themselves to centralization in a way which does not eliminate the right of any library to join, to quit, or to decide which books or records to buy.

Another difficulty to state quite frankly at the outset relates to the complexity of a central processing operation that would try to serve all four types of libraries in CLSU3. An immense planning and negotiating effort would be required to overcome the widely varying nature of their acquisitions, cataloging, and budget encumbrancing procedure. It may be that centralized processing within types of libraries would be simpler to accomplish.

If centralized processing is desirable, yet too costly, the answer must be in beginning to centralize in at least a few areas, thereby gaining, to the extent one can, in labor and cost savings and, we think, in quality. Another answer might be for WTLS to contract with one or a few commercial vendors to handle ordering and processing for as many libraries as would like to participate. Considerable discounts might be obtained if this were done, since the combined books and materials budgets of all the libraries is consequential.

If the response from libraries is negative - and relatively few in our survey responded positively to centralized processing, either because of distrust or unawareness of what it meant, or because of the failure of a statewide attempt - we believe that WTLC could yet make a contribution by:

- A. Gathering information about suppliers and their rate schedules - jobbers, card and pockets suppliers, etc.
- B. Issuing suggested selection lists of current and basic materials.
- C. Making libraries aware of the possible benefits of contracting with commercial processors as against doing their own processing. There are cost comparisons in the literature and available from vendors.
- D. Encouraging types of libraries or neighboring libraries to group together for purchasing purposes in order to take advantage of the higher discounts available through quantity buying and to begin to coordinate their acquisitions and learn of each other's collections.
- E. Evaluating and measuring the adequacy of commercial central processing on an experience basis. WTLC might from time to time do sample studies to compare the turn-around times and abilities to supply of various

vendors. How quickly are ordered materials received? To what extent is the jobber able to supply books ordered? Must libraries go to other sources? (A jobber's inventory is the critical point). To what extent will jobbers accomodate special needs of customers? For example, will they "rush" items if necessary? Since the ability of jobbers in these respects changes with time, repeated evaluations are necessary.

F. Publication in the Newsletter of information about expensive and unusual acquisitions, so that all libraries in the area know which library has important items for interloan and reference purposes and to prevent needless duplication of these items. And as a further aid to a more coordinated regional collection development, publish the Windham-Tolland Resources Guide, noted in another section.

It may be that a by-product of the State Library's automation activity could be state wide processing. Failure in the past does not necessarily preclude success later. Technology and experience may have ripened to the extent that a second try would be successful.

OCLC on-line cataloging and card production may in time be a partial answer to the need for central processing. At the present time, the data base contains many duplicate, contradictory, and incorrect records.

Perhaps a library system in another state, which operates a central processing unit for its own member libraries, might be contracted with to do processing for some or all libraries in Windham and Tolland Counties. Whether or not this would offer a cheaper alternative than contracting with a commercial processor would have to be studied. There are a number of publicly supported library systems that have automated their processes, and

have been doing high volume operations over many years quite successfully and are willing to take on out-of-state customers.

Finally, it is not precluded that one of the larger libraries within Windham and Tolland Counties serve as a central processor for other area libraries which would pay it, instead of commercial vendors, for services. And, should funding for WTLC increase in a few years, some of that funding could be turned over to this larger library as a subsidy for regional centralized processing service.

In a word, this is an area ripe for investigation but not for action at this time. Nevertheless, the Surveyors feel strongly that all types of libraries would benefit from having to do less "housekeeping work" with order slips, files, physical preparation, and so forth.

Since the Surveyors discovered in their interviews a great deal of confusion about what a processing center is and does, we believe it valuable to describe the Processing Center of one library system in some detail. Clearly, not all of the activities described need to be done by a Processing Center. Equally clearly, other activities than those described can be done by such a center. Finally, the one described serves only 33 public libraries - one type of library - and processes over \$200,000 worth of materials per year. Our object here is not to recommend a duplicate of this operation for WTLC but simply to describe what a central processing center can do, under certain circumstances.

Let us re-emphasize one point: no member libraries are compelled to buy anything through the centralized processing center described. The service is available to them free as part of their system membership (also free), but the members decide whether they want to use it or not.

A SAMPLE OF A CENTRALIZED PROCESSING OPERATION

This a brief outline in chronological order of centralized processing services provided by one library system to its member libraries.

1. System order lists sent out to all member libraries.
 - A. Lists compiled from Publisher's Weekly, Library Journal, and other media. Reviews are often excerpted and included for information.
 - B. Member libraries order from these lists as they wish. They can also submit individual orders from other sources. (Member libraries may also order items other than through the processing center.)
2. System pools orders (thereby receiving quantity discounts) from the lists and other sources and sends them to jobbers regularly.
3. Materials received from jobbers are cataloged, card sets are prepared, pockets, labels and vinyl jackets are applied as necessary.
4. Materials are shipped via system delivery to member libraries with invoices for the discounted cost of the materials. Billing of libraries and payment to jobbers is handled by the system.
5. Libraries add ownership stamps, remove catalog card sets from materials, and materials are ready to circulate.

PROGRAMS IN THE LIBRARY

As the original home of informal adult education, the public library has a noble tradition to sustain. The user survey shows that the library's public in CLSU3 would welcome classes, lectures, musical events, and art exhibits. A public library offers these at no charge; thus these events are accessible to people who might not otherwise be able to afford them. Moreover, as an informal setting for such activities the library may be less intimidating than a concert hall or a university. Lacking large auditoria, cultural events in libraries are necessarily intimate, with all the advantages this represents. If the library has no space, it could consider sponsoring or co-sponsoring such events as recitals or film showings in schools, churches, or lodge halls, as examples. The deep interest in artistic and musical matters has been noted in the responses to other questions and should be acted upon. If the library has exhibit space, it could arrange for showings by local artists interspersed with travelling exhibits. There are not too many places for local artists to display their works to a congenial audience, and there cannot be too many opportunities for exposure so far as visual and performing artists are concerned.

A regional library cooperative could facilitate such activities. It should consider applying for a grant from the Connecticut Arts Council for a position as a Coordinator of Programming. The cooperative should also apply for funds for travelling exhibits to be housed at various libraries in the two counties.

Given enough space and staff the library may serve as a cultural center. In addition to circulating reproductions and recordings, it should also present originals. The poor, the elderly, and children do not have that many

opportunities to see and hear the actual performers; libraries offer a genuine service by presenting such events. It is also well to present them outside the school setting so that children do not necessarily associate "culture" with compulsory education.

The State of Connecticut abounds in writers; libraries are a significant part of their market. It would be great to present the "Writers of Connecticut" to their public at the libraries; moreover it would be healthy for the writers to meet their public. Once again, the Connecticut Arts Council might be approached as a source of funds for such cultural events at the library.

SPACE PROBLEMS

One of the major concerns of libraries visited, directors who returned their questionnaires, and the public, was lack of adequate space: for collections, people, and parking. The immediate reaction was: "We need more - of everything." But more "of everything" is not available immediately, if ever. What to do?

The space problem, it seems to us breaks down into several sub-problems, each susceptible to action if not solution. While the goal of each library should be to have adequate square footage for its needs, there are things which can be done while building planning is going on. (And building planning should be going on. It is one of the responsibilities of librarians and trustees to study space needs based on present and projected community use of their services, create a building plan, and locate means of funding it.)

1. Weeding - complete, thorough and done each year at about 5% of collection size, is the single most productive way to increase space for the materials collection. Help with weeding (real "hands on" help, not just advice) should be an ongoing responsibility of the WTLC. Local librarians would learn to weed and how, while regional cooperative staff would gain a better knowledge of local people and library collections. Building programs take years; weeding takes only months.

As a backup to weeding projects, the last copy center (currently housed in WLSC) assures that even if weeded, a copy of a potentially valuable item might still be in the region. (We say this realizing that last copy center activity has virtually come to a halt due to insufficient funding.)

2. Coordinated purchasing of some kind, be it through group buying from standard lists or whatever, could help assure a more even distribution of materials in the region, leading to less required duplication, hence assuring that more collection space would become available.

3. Use of a regional backstop collection should also mean that local libraries would have to buy fewer duplicates since they would have needed titles available within the region.

4. Regarding building space as such, a regional cooperative could help in many ways:

* A cooperative building consultant could help libraries study space needs and draw up plans and equipment lists to meet them. (We have recommended retaining such a consultant in Phase V of our plan.) A comparatively large number of people asked for a "quiet study area" in the library and we may recall that a number of people complained about noise and crowding (Question 8). If a library is large enough it may be able to

designate a separate study area. Without sufficient space, libraries should investigate physical means of facilitating quiet, e.g., carpeting, acoustical insulation, white sound. A building consultant from the WTLC could help local libraries find ways of working out these solutions.

- * A cooperative should have information available to help libraries locate sources of funding for building projects, and aid them in completing required applications or writing proposals. A current file of library building consultants could be maintained.

- * A cooperative could compile a "meeting room" directory of the region, so that libraries could find places to sponsor programs (such as film showings) even though they lack space in their own buildings. (Such a compilation was done in 1972 by the Windham Region Planning Agency, as part of the Status Report of the Interstate Liason Committee of the New Rural Society Project.)

- * An especially useful service of a cooperative would be to make area libraries aware of funds available for remodelling buildings for use by the handicapped. At the present time, for example, funds are available for this purpose under Community Development Block Grants.

AUTOMATED SERVICES

The major immediate planning for automated services is a proposal involving C.L. Systems, Inc. (CLSI). This is a state proposal, which would have tremendous implications for libraries in CLSU3, as elsewhere throughout

the state. Briefly, the state plans to implement a turnkey computer based circulation/information control system with the potential to expand into an interstate holdings interchange network.

The main goal is to assure a more accurate location of library holdings to decrease response time for holdings requests. Several benefits are predicted for this system, both in better service and reduced cost. Among these benefits are:

1. Reducing the labor intensive nature of collection inventory and control.
2. As a corollary of point 1, avoiding cost of added staff to deal with increased requests for loans and maintenance of the Union Catalogue.
3. Reduction of probable cost increases in communications equipment and new building space required to maintain the present procedures and systems.
4. Implicit in all the proposed benefits seems to be the idea that better inventory control will mean cost savings by reduction of needless (and presently undetectable) duplication in library collections.

Implications of Proposed Automated Service for CLSU3

While we cannot comment on the entire statewide automation program, one effect would be immediate in CLSU3: a terminal would be placed in the WLSC. After data conversion (the process scheduled to begin in Summer 1978), there should be a single collection which can be reached from any one of four locations: the Interlibrary Loan Center, the Middletown Library

Service Center, WLSC, and the film collection based in Newington. Thus, through WLSC, libraries in CLSU3 would have a way to access a very current collection inventory at one spot (Willimantic). Add to this the interface of the automated inventory with the Connecticut delivery vans, and service to area libraries should be quicker and more reliable than at present.

Future planning for this type of automated service includes the possibility of linking up through NELINET to offer software patches between non-compatible systems, thus providing intersystem communication of bibliographic information. There remain several serious questions about this system which are beyond the scope of this report. The overall potential possibilities of such a network for CLSU3, as well as other parts of the state, would seem to be significant.

EVALUATION

The section on evaluation (Phase VI) breaks the plan of service about in the middle. And it was intended that it do so. The activities of Phases I - V are basic service-establishing activities which lay the groundwork in a number of areas: organizational structure, outreach, communication, consultancy, training, and resource-sharing, all within the confines of traditional library services. Phase VI provides an interval where the previous activities can be evaluated, and plans made for new directions, as appropriate. The activities suggested for Phases VII - X are both extensions of those from Phases I - V, and move in new directions.

NEW DIRECTIONS

The emphasis in the "second half" of activities is, to some extent, on the "library without walls." Mass media have shown us for years that it is not necessary to come to a common location to obtain information: we can all read newspapers, listen to radios, or watch television almost anywhere. Libraries, as disseminators of information, need to think of the information itself rather than the container in which it is packaged. In other words, the real "product" is information, not books; and the real "activity" is information transfer. For these reasons, libraries should consider (and are considering) ways to make the information transfer take on some of the characteristics of the mass media. This can also be looked at as a different form of extension of outreach services. What are some of the services which might be part of "new directions"?

RADIO READING SERVICE

The print handicapped have no way of reading matter produced on a daily basis, e.g. the local newspaper. Talking books, however useful, offer no access to the immediately current. One way to reach the many hundreds of such individuals in the area on a mass basis is by utilizing the sub-channel of FM radio stations to broadcast the daily newspaper as well as current best sellers, shopping information, etc. This is a surprisingly cheap and simple mechanism for disseminating information, especially when volunteers are used as "announcers." No copyright problems are involved because the

material is broadcast on a "dedicated" channel, which can be heard only on special receivers distributed to the legally blind/print handicapped. There are currently about sixty such services in approximately thirty states, not including Connecticut.

Why is such a service needed? The Library of Congress Book Program, which provides books in disk or cassette form for use by the print handicapped, does not provide access to very current and very local information that is available to those who can read most printed materials. Radio can fill this gap by providing programming not otherwise available. The isolation and out-of-the-mainstream condition of the handicapped is, in part, a result of their not having access to sufficient current news or of being dependent on others to read it to them. Their increased awareness of the community encourages more participation in local affairs - socially, economically, politically.

Programming is carefully planned, with the advice of the potential users, to include a variety of information sources, and is designed so it does not duplicate what is already available on standard local radio stations. The local newspaper, for instance, is one of the most ubiquitous and popular sources of information not otherwise available to the print-handicapped. Columnists, many local events, society pages, and shopping advertisements are among the items that may be read on a daily basis over these special broadcast services. Very current best-sellers - too new to be available on Talking Book records or tapes - are a regular feature. Magazine articles are selected to be useful and informative and to give a good cross-section of the topics being read about by others. Blind women who have listened to

articles from women's magazines about marriage problems, or personal hygiene, have stated, "I had no idea this kind of help was available for women." Other programming that is of definite use is that which instructs in coping with handicaps.

OTHER EXTENSIONS OF OUTREACH

Other services which a regional cooperative could offer include libraries in the workplace, and information and referral services.

Libraries in the workplace are just that: collections chosen for workers in factories, businesses, offices, and other work sites. Organized with the permission and cooperation of employers and unions, such a service provides deposit collections of books, magazines, newspapers, etc. for employees to use during coffee breaks and lunch hours. This way the library makes its presence known in wider areas of the community, and perhaps among people who are unaware of or do not use the library's services. Much experimentation with this service is being done in Scandinavia.

If we think of reaching out to people...then we must consider the emplacement of "libraries" where people already are. Where people, in great numbers, already are (schools aside) is in the workplace.

The experiments being conducted by Scandinavian public libraries in the emplacement of libraries in factories and offices should be watched closely. Since many people never step into a library past school graduation and many associate libraries with unpleasant experiences in the mill of compulsory education - one can try to bring the library to them. Eighty

million people work in America - and bringing libraries to their workplaces gives them a chance at least to try reading for pleasure.

An information and referral service turns the library into an active collector and disbursing service of information about community needs. It might involve compilation of a people-to-people index, through which one could find out what skills or interests others have available to share. It might also include gathering data from many different community agencies and using existing Directories so that a citizen could find out where to turn with a community or personal problem.

GENERAL OBSERVATIONS ON THE STUDY

It is commonplace to remark, in many scientific, sociological, or statistical studies, that the subject under investigation changed during the course of the study, either because of the simple passage of time, because of interaction with the investigator or other factors. This was very true during our library survey and study in Windham and Tolland Counties. Plans, people, programs and proposals changed dramatically in the seven months we were doing our work. What was only briefly discussed, or held as impossible in December 1977, had advanced to the planning stage or was being implemented by June 1978. Some examples:

1. State funding for CLSU, believed impossible by some even late in 1977, was a reality by Spring 1978.
2. The present situation of the regional state law collections is to be studied and may undergo a change within a year.
3. The state's automation program will shortly see placement of computer terminals in several locations including Willimantic.

Although there are other examples, these three show why our recommendations, indeed any recommendations on planning, are themselves subject to change and must of necessity represent the data, facts and opinions at a given point in time. One of the most obvious tendencies of surveyors or researchers is to wait "just another week or so" until final word is received from the latest study. This is why, as we have conducted our work, we have not hesitated to make recommendations for ideas we felt could and should be implemented immediately. Believing that the sooner the implementation, the sooner the testing and the feedback, we felt that we could be more valuable to CLSU3 by suggesting things while we were still "on the job." An example of this is the newsletter for CLSU3, which we suggested shortly after talking to librarians in the region, and the first issue of which appeared before our study was completed.

APPENDIX A: FOOTNOTES

1. Connecticut Occupational Outlook 1974-1985 (Connecticut Labor Department, 1977?), pp. 10, 11.

2. Op. cit., pp. 12, 13.

3. Ibid.

4. Connecticut Council of Economic Advisers, Annual Report 1977 (Hartford, 1977), pp. 9, 10.

5. Windham area Community Action Program, Social Indicators Profile: WACAP Service Area (Danielson, WACAP, 1977), p. 51.

6. Ibid., p. 47.

7. Windham Regional Planning Agency, State of the Region 1977, (Willimantic, WRPA, 1977), p. 6.

8. Ibid., Table I.

9. American Library Association, Standards for School Media Programs (Chicago, ALA, 1969), p. 35.

10. National Center for Educational Statistics, Statistics of Trends in Education, 1963-1984 (Washington, D.C., U.S. Office of Education, 1975), as quoted in New York State Education Department, Planning Guide ESEA IV-B (Albany, State Education Department, 1977?), p. 2.

11. Connecticut Public Expenditure Council, Taxpayers News, v. 29, no. 9, Nov. - Dec. 1977, (Hartford, CPEC, 1977), P. 2.

12. Op. cit.

13. Don Roberts, Film and Audiovisual Services in Connecticut - An Evaluation: Preliminary Report, 1977, p. 16.

APPENDIX B: USER QUESTIONNAIRE

Library Client Questionnaire

The Windham and Tolland County Library Study

MAY WE HAVE A LITTLE OF YOUR TIME?

To help plan and improve our service, we are having a study done of the use of our library. Will you please help by spending the ten or so minutes required to fill out this questionnaire just before you leave the library? Thank you so much for cooperating. We will need your reply if we are to get a true picture of our library's use. All the information you give us will remain anonymous and confidential.

Please drop this questionnaire in the box labelled "Questionnaires" located on the circulation desk before leaving.

name of library

The Windham and Tolland Counties Library Study: _____

Name of library _____

MAY WE PLEASE HAVE TEN MINUTES OF YOUR TIME?

1. Check your reasons for coming to the library today:

- ☐ a. bring your child
- ☐ b. meet or consult with friends
- ☐ c. return books
- ☐ d. study, using your own material
- ☐ e. pick out general reading
- ☐ f. obtain a specific book
- ☐ g. obtain materials or information on a subject
(indicate subject _____)
- ☐ h. to get material on your job
- ☐ i. to get material for your school work
- ☐ j. to get material for another person
- ☐ k. for other reasons (please give _____)

2. What use did you make of the library while you were here today?

- ☐ a. reference books
- ☐ b. card catalogs
- ☐ c. Periodical indexes
- ☐ d. looked through books on shelves
- ☐ e. help from librarian
- ☐ f. read new magazines or newspapers

3. I am taking home

- ☐ a. books
- ☐ b. magazines
- ☐ c. recordings, tapes, cassettes
- ☐ d. films
- ☐ e. other (please name _____)

4. If you came to get materials or information, were you:

- ☐ a. completely satisfied
- ☐ b. only partially satisfied
- ☐ c. not satisfied

If NOT satisfied, or only partially satisfied, please answer question 5.

5. Give the reason why you were not satisfied:

- ☐ a. book or books wanted were out
- ☐ b. book wanted not owned by library
- ☐ c. could not locate material on the subject
- ☐ d. material on too elementary a level
- ☐ e. material on too advanced a level
- ☐ f. material out of date
- ☐ g. other reasons (please give _____)

6. Was your trip to the library

- ☐ a. solely to visit the library
- ☐ b. done in connection with shopping
- ☐ c. done in connection with another activity

-2-

7. Would you say you use this library
☐ a. once a week or more
☐ b. once or twice a month
☐ c. less than once a month
☐ d. this is my first time
8. Please indicate if you had any difficulties in using the library today:
☐ a. getting a parking space
☐ b. library too crowded/noisy
☐ c. library staff unhelpful
☐ d. took too long to find material
☐ e. rules and fines a nuisance
☐ f. hours inconvenient
☐ g. don't read English
☐ h. not a good place to read
☐ i. transportation to library a problem
☐ j. cannot keep materials long enough
☐ k. library too slow in providing requests
☐ l. access difficult because of physical handicaps
☐ m. other reasons (please specify _____)
9. Did you know that your card is good in any public library in Connecticut free of charge? ☐ a. yes ☐ b. no
10. If you have made use of libraries other than this one in the past 12 months, please indicate (include public, school, college, or special libraries):
- | Name of library | Frequency of use
often | occasionally |
|-----------------|---------------------------|--------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
11. If you have one or more children aged 4 to 12, do they use this library
☐ a. once a week or more
☐ b. once or twice a month
☐ c. less than once a month
☐ d. never
12. Do they bring books or other material home from their school library? ☐ a. yes ☐ b. no
13. Are you satisfied with the library service offered your child by the public library? ☐ a. yes ☐ b. no

Are you satisfied with the library service offered by the school library? ☐ a. yes ☐ b. no

If your answer is No, in either case, please indicate what you think is lacking.

-3-

14. I believe that there is not enough material in the library in the following areas:

- | | |
|--|---|
| ☐ a. westerns | ☐ w. painting and drawing |
| ☐ b. mysteries | ☐ x. handicraft |
| ☐ c. science fiction | ☐ y. sculptor |
| ☐ d. romances | ☐ z. music |
| ☐ e. best sellers | ☐ aa. dance/films |
| ☐ f. religion | ☐ bb. sports/games |
| ☐ g. astrology, witchcraft, ESP | ☐ cc. health |
| ☐ h. psychology | ☐ dd. fashion/beauty |
| ☐ i. sociology | ☐ ee. sex |
| ☐ j. politics/world affairs | ☐ ff. cooking |
| ☐ k. law | ☐ gg. sewing |
| ☐ l. business/economics | ☐ hh. child care/pregnancy |
| ☐ m. science | ☐ ii. photography |
| ☐ n. engineering | ☐ jj. poetry |
| ☐ o. gardening | ☐ kk. local history |
| ☐ p. ecology | ☐ ll. state history/government |
| ☐ q. pets/wildlife | ☐ mm. travel/geography |
| ☐ r. automobiles/trucks | ☐ nn. history |
| ☐ s. TV/radio/appliances | ☐ oo. historical fiction |
| ☐ t. house building and repair | ☐ pp. biography |
| ☐ u. interior decoration | ☐ qq. comic books |
| ☐ v. architecture | |
|
 | |
| ☐ rr. books or other materials in a language
other than English (specify language _____) | |
| ☐ ss. large print books | |
| ☐ tt. not enough different newspapers | |
| ☐ uu. not enough different magazines | |
| ☐ vv. not enough children's books | |

Will you please tell us something about yourself?

15. Sex: ☐ a. male ☐ b. female

16. Your age range

- | | |
|---|-------------------------------------|
| ☐ a. 12-16 years | ☐ d. 35-50 |
| ☐ b. 17-21 | ☐ e. 51-60 |
| ☐ c. 22-34 | ☐ f. over 60 |

17. Circle the last grade you completed in school

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

If you attended college, circle last year attended

1, 2, 3, 4

Attended professional school

- ☐ a. yes
☐ b. no

-4-

18. Are you now going to school, either full-time or part-time?
☐ a. yes, full-time
☐ b. yes, part-time
☐ c. no
19. Your occupation (if student, give grade level or college level; if retired, state "retired") _____
20. Is English the only language spoken in your home ☐ Yes ☐ No
If not, name the language other than English spoken in your home _____
21. Check the two most convenient times for you to come to use the library
☐ a. weekdays, mornings
☐ b. weekdays, afternoon
☐ c. weekdays, evening
☐ d. Saturday, morning
☐ e. Saturday, afternoon
☐ f. Sunday, afternoon
22. If the book or magazine you want is not available in this library, to the best of your knowledge will the library try to get it for you from another library?
☐ a. yes
☐ b. no
☐ c. don't know
23. Would you or anyone you know, or a member of your family use a bookmobile that comes to your area 2 - 4 times a month for about an hour each time?
☐ a. yes
☐ b. no
☐ c. don't know
24. Do you know of anyone who cannot make use of this library because they are handicapped, home-bound or lack a car?
☐ a. yes
☐ b. no
25. Have you heard about the library through the media in the last six months
1. I have not _____
2. I have heard about the library on _____
☐ a. radio
☐ b. TV
☐ c. newspaper

-5-

26. Which of the following materials would you be interested in borrowing from a library:

- | | |
|--|--|
| ☐ a. phonograph records | ☐ g. super 8 mm films |
| ☐ b. tapes (audio) | ☐ h. 16 mm. films |
| ☐ c. cassettes (audio) | ☐ i. large print books or magazines |
| ☐ d. art prints | ☐ j. music scores |
| ☐ e. sculpture | ☐ k. maps |
| ☐ f. 8 mm. films | ☐ l. 35 mm. slides |
| | ☐ n. other (please name) |

27. Here are some other services that are available in some libraries. Which, if any, are you definitely interested in using?

- ☐ a. adult education classes
- ☐ b. art exhibits
- ☐ c. children's programs, such as story telling, movies, magic or puppet shows
- ☐ d. reading or hobby clubs
- ☐ e. concerts and other musical events
- ☐ f. lectures and discussion groups
- ☐ g. movies for the general public
- ☐ h. photocopying machine
- ☐ i. TV
- ☐ j. quiet study area

28. We would appreciate your comments and suggestions on how library service may be improved. (use back of paper if more space is needed)

Thank you very much.

The Windham and Tolland County Library Study: Directors'
Questionnaire

name of library

name of person completing this questionnaire

title

IF YOU DON'T HAVE ENOUGH ROOM TO ANSWER EACH QUESTION AS
THOROUGHLY AS YOU WOULD LIKE, PLEASE USE THE BACK OF THE PAPER.

1. Are you now engaged in any cooperative endeavors with
 - a) libraries of the same type as your own? ☐ yes ☐ no
which libraries?
 - b) libraries of another type? ☐ yes ☐ no
which libraries?
 - c) other community agencies ☐ yes ☐ no
which ones (specify type of agency):
2. Are you a member of any regional or any other cooperative
organizations or networks? ☐ yes ☐ no
which ones?
3. What resources would you like to obtain from
 - a) public libraries
 - b) school libraries
 - c) college libraries
 - d) special libraries
 - e) other agencies
 - f) Connecticut State Library
 - g) Willimantic Service Center

What could you offer in turn to

 - a) public libraries
 - b) school libraries
 - c) college libraries
 - d) special libraries
 - e) other agencies
 - f) Connecticut State Library
 - g) Willimantic Service Center

Directors' Questionnaire - p.2

4. What would you consider to be the most useful kind of cooperation to

a) you as a librarian:

- | | |
|---|---|
| ☐ newsletter for the region | ☐ consultant service in matters of librarianship |
| ☐ workshops for staff training | ☐ automated services, such as |
| ☐ public relations assistance | ☐ circulation control |
| ☐ joint acquisitions plans | ☐ other (specify) _____ |
| ☐ centralized processing | _____ |
| ☐ union catalogs | _____ |
| ☐ grantsmanship assistance | _____ |
| ☐ storage of materials | _____ |

b) your library users:

- ☐ access to a cooperative film collection
- ☐ Books By Mail service for the homebound
- ☐ special services for the handicapped
- ☐ other media banks, such as video equipment
- ☐ programming for children
- ☐ programming for adult
- ☐ special services for the business community
- ☐ access to data banks
- ☐ interlibrary loan
- ☐ telephone reference
- ☐ photocopying
- ☐ microforms
- ☐ other (specify) _____

5. What do you see as the greatest pitfalls in cooperative endeavors?
Be specific:
6. What do you see as the greatest benefits of cooperative endeavors?
Be specific:
7. What are you most proud of about your library?
8. What do you believe to be its greatest need?
9. If you had to isolate those features which are distinctive about your library as compared with other libraries of the same type in your area, what would they be? (may be answered in terms of special resources, services, facilities, or anything else you think it important that we know about)

Directors' Questionnaire - p.3

10. Do you feel that you are adequately supported by your

	yes	no
town	—	—
school district	—	—
state	—	—
other funding agencies	—	—
(specify) _____		

11. What groups in your area (within easy reach of your library) least/most use your library?

	least	most
adult males	—	—
adult females	—	—
young adults (19 - 30 years)	—	—
teenagers	—	—
children (5 - 12 years)	—	—
preschool children	—	—
elderly	—	—
foreign language speaking	—	—
(specify language _____)	—	—
other ethnic groups	—	—
(specify _____)	—	—
handicapped	—	—
college graduates	—	—
disadvantaged	—	—
other (specify _____)	—	—

12. How would you go about reaching those who least use your library?

13. How would you rate your library in the following areas:

	good	fair	poor
building	—	—	—
financial support	—	—	—
book resources	—	—	—
other media resources	—	—	—
number of personnel	—	—	—
public relations	—	—	—
community support	—	—	—
(other than financial)	—	—	—

14. Further comments (on any aspect of the above questions, or on any other matter you think important for us to know about):

APPENDIX D: SCHOOL STATISTICS QUESTIONNAIRE

The Windham and Tolland County Library Study:
 School library and media center Statistics

 name of library

 name of person filling out this
 questionnaire

 address

 title

Which of the following best describes your library?

- ☐ elementary school
☐ junior high school
☐ senior high school
☐ central school
☐ other (specify) _____

Is your library open to the public? ☐ yes ☐ no ☐ limited access

Your library serves how many faculty? _____ students? _____ other? _____

How many hours a week is your library open? _____
 Please specify the hours:

Total Book stock as of December 31, 1976 _____
 as of December 31, 1977 _____

Total volumes added in 1976 _____ in 1977 _____

Total volumes withdrawn in 1976 _____ in 1977 _____

Number of current periodical subscriptions _____

Number of newspaper subscriptions _____

Total number of records _____

Total number of other recordings _____

Other media (please specify) _____

 Total circulation 1976 _____ 1977 _____

Total materials budget 1976 _____ 1977 _____

Reference transactions for which you have records in 1976 _____
 in 1977 _____

APPENDIX E: MATERIALS CHECKLISTS

The Windham and Tolland County Study: Periodicals

For the following periodicals indexed in the Abridged Readers' Guide, please indicate those you currently subscribe to and the number of years available in backfiles in your library:

	Current	Backfiles
1. America	_____	_____
2. American Heritage	_____	_____
3. Americas	_____	_____
4. Atlantic	_____	_____
5. Better Homes and Gardens	_____	_____
6. Business Week	_____	_____
7. Changing Times	_____	_____
8. Ebony	_____	_____
9. Education Digest	_____	_____
10. Family Health (incorporating Today's Health)	_____	_____
11. Farm Journal	_____	_____
12. Field and Stream	_____	_____
13. Flying	_____	_____
14. Good Housekeeping	_____	_____
15. Harper's	_____	_____
16. High Fidelity & Musical America	_____	_____
17. Holiday	_____	_____
18. Ladies Home Journal	_____	_____
19. Library Journal	_____	_____
20. National Geographic	_____	_____
21. National Wildlife	_____	_____
22. Natural History	_____	_____
23. New York Times Magazine	_____	_____
24. Newsweek	_____	_____
25. Outdoor Life	_____	_____
26. Popular Electronics (including Electronics World)	_____	_____
27. Popular Mechanics	_____	_____
28. Popular Science	_____	_____
29. Reader's Digest	_____	_____
30. School Library Journal	_____	_____
31. Saturday Evening Post	_____	_____

- 32. Saturday Review
- 33. School Arts
- 34. Science
- 35. Science Digest
- 36. Science News
- 37. Scientific American
- 38. Senior Scholastic (Scholastic
Teacher's edition)
- 39. Seventeen
- 40. Sports Illustrated
- 41. Time
- 42. Today's Education
- 43. U.S. News
- 44. Wilson Library Bulletin

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Do you have a current subscription to the Readers Guide, either
the abridged or the complete version? yes no

name of library

The Windham and Tolland County Study: Notable Books, 1976.

For the following books that appeared on ALA's Notable Books List for 1976, please indicate those owned in your library:

- ☐ Alther, Lisa: Kinflicks
- ☐ Arlen, Michael: The View from Highway 1: Essays on Television
- ☐ Auden, W.H.: Collected Poems. Edited by Edward Mendelson.
- ☐ Baskin, John: New Burlington: Life and Death of an American Village
- ☐ Bass, Jack: The Transformation of Southern Politics
- ☐ Bettelheim, Bruno: The Uses of Enchantment
- ☐ Borgese, Elisabeth Mann: The Drama of the Oceans
- ☐ Brown, Rosellen: The Autobiography of My Mother
- ☐ Bryan, CDB: Friendly Fire
- ☐ Caudill, Harry M.: The Watches of the Night
- ☐ Cornelisen, Ann: Women of the Shadows
- ☐ Dangerfield, George: The Damnable Question
- ☐ Davies, Robertson: World of Wonders
- ☐ DesPres, Terrence: The Survivor: Anatomy of Life in the Death Camps
- ☐ Fallaci, Oriana: Interview with History
- ☐ Fincher, Jack: Human Intelligence
- ☐ Fuentes, Carlos: Terra Nostra
- ☐ Garcia Marquez, Gabriel: The Autumn of the Patriarch
- ☐ Gardner, John: October Light
- ☐ Glasser, Ronald J.: The Body is the Hero
- ☐ Gramont, Sanche de: The Strong Brown God: The Story of the Niger River
- ☐ Green, Martin Burgess: Children of the Sun
- ☐ Guest, Judith: Ordinary People
- ☐ Gutman, Herbert G: The Black Family in Slavery and Freedom
- ☐ Haley, Alex: Roots
- ☐ Hall, Edward T.: Beyond Culture
- ☐ Harris, Richard: Freedom Spent
- ☐ Howe, Irving: World of our Fathers
- ☐ Jhabvala, Ruth Praver: Heat and Dust
- ☐ Jury, Mark: Gramp
- ☐ Keegan, John: The Face of Battle
- ☐ Kingston, Maxine: The Woman Warrior
- ☐ Kovic, Ron: Born on the Fourth of July
- ☐ Lukas, J. Anthony: Nightmare: The Underside of the Nixon Years
- ☐ McNeill, William H.: Plagues and Peoples
- ☐ Price, Richard: Bloodbrothers
- ☐ Rukeyser, Muriel: The Gates: Poems

- Sheehy, Gail: Passages
- Smedley, Agnes: Portraits of Chinese Woman
- Toland, John: Adolf Hitler
- Trevor, William: Angels at the Ritz and other stories
- Tyler, Anne: Searching for Caleb
- Updike, John: Marry Me
- Vidal, Gore: 1876
- Warner, William: Beautiful Swimmers: Watermen, Crabs and the Chesape
- White, E.B.: Letters of E.B. White
- Yates, Richard: The Easter Parade
- Yglesias, Helen: Family Feeling

name of library

The Tolland and Windham County Library Study:

name of library

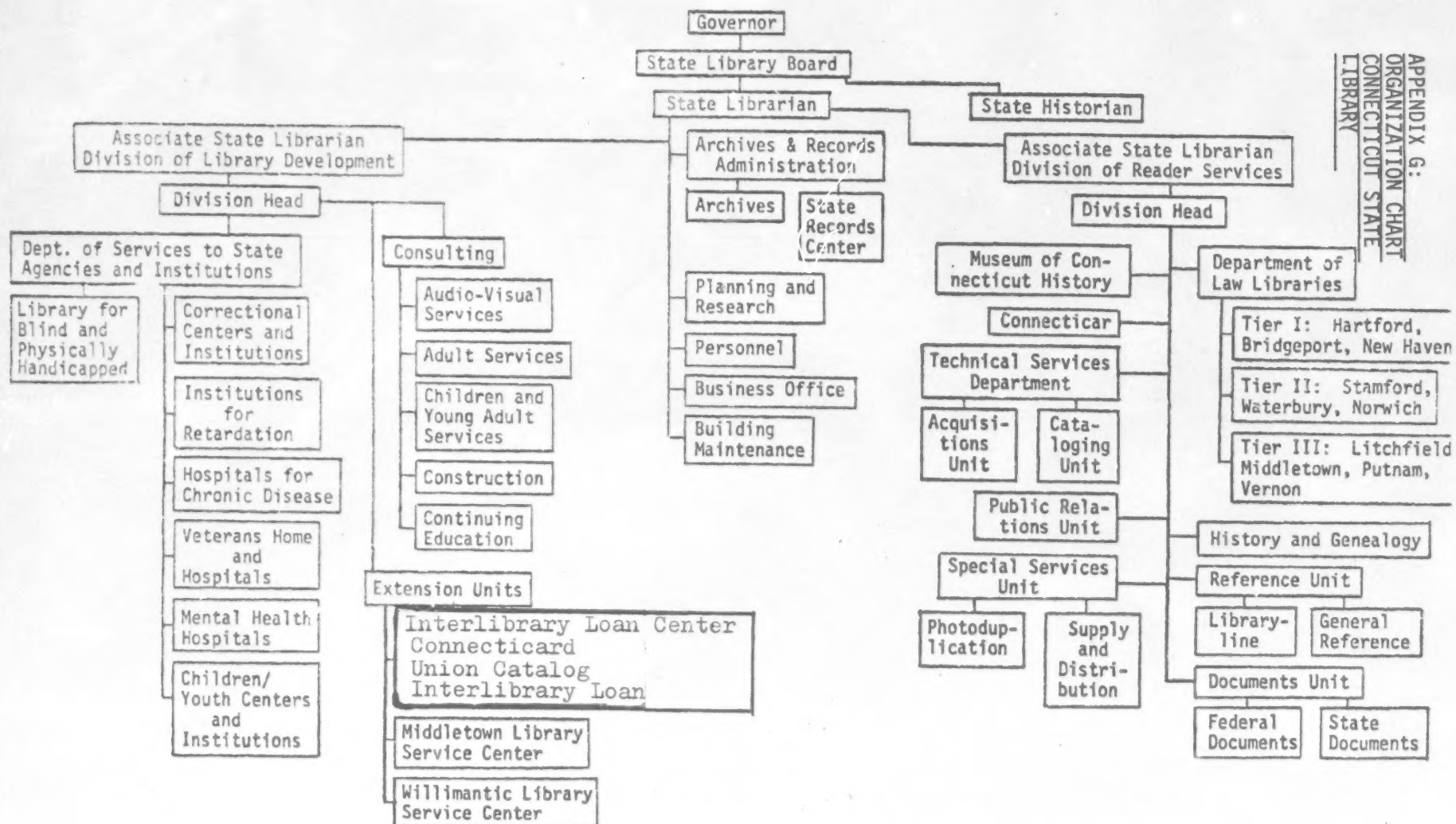
Reference Books most often owned in small public libraries

1. Bartlett's Familiar Quotations
2. Benet - Readers Encyclopedia
3. Bible
4. Books in Print (within 3 years, i.e. 1975 - present)
5. Complete Guide to Everyday Law
6. Concise Dictionary of American Biography
7. Encyclopedia Americana (within 5 years)
8. Fiction Catalog
9. Grove's Dictionary of Music
10. Guinness Book of World Records
11. Janson - History of Art
12. Kovel's Complete Antiques Price List
13. Kunitz - Twentieth Century Authors
14. Langer - Encyclopedia of World History
15. Magill - Masterpieces of World Literature in Digest Form
16. Menke - Encyclopedia of Sports
17. Morris - Encyclopedia of American History
18. National Zip Code Directory
19. Occupational Outlook Handbook (within 5 years)
20. Oxford Companion to American Literature
21. Oxford Companion to English Literature
22. Oxford Companion to Music
23. Public Library Catalog
24. Radio Amateur's Handbook
25. Readers Guide to Periodical Literature (abridged or unabridged)
26. Roberts Rules of Order
27. Rogets International Thesaurus
28. Rules of the Game
29. Scotts Standard Postage Stamp Catalogue
30. Stevenson - Home Book of Verse
31. Van Nostrand's Scientific Encyclopedia
32. Webster's Biographical Dictionary
33. Who's Who in America
34. World Almanac (within 3 years)
35. World Book Encyclopedia (within 5 years)
36. a Bible Concordance
37. a general auto repair manual, such as Chilton's or Motor's
38. an illustrated medical dictionary, such as Dorland's (within 5 years)
39. a medical guide for the layman, such as Family Medical Guide by Ladies Home Journal, or Book of Health (within 5 years)
40. a general college guide, such as Lovejoy's or Barron's (within 5 years)
41. an atlas of the world, such as National Geographic or NY Times
42. a dictionary of the Bible
43. an etiquette book, such as Emily Post's or Amy Vanderbilt's
44. an unabridged dictionary of the English language, such as Webster's or Random House

For items 36 - 44, please specify the title you own, if any.

APPENDIX F: ACRONYMS AND ABBREVIATIONS

ALA	American Library Association
Annhurst	Annhurst College, Woodstock
ARL	Association of Research Libraries
CIMT	Center for Instructional Media and Technology, UConn
CLCCC	Council of Librarians of Connecticut Community Colleges
CLSU	Cooperating Library Service Unit
CLSU3	Cooperating Library Service Unit Region 3, Windham and Tolland Counties
CREC	Capitol Region Education Council
CRPC	Capitol Region Planning Council
CTUW	A grouping of Connecticut College, Trinity College, Wesleyan University, Yale University, and UConn, linked to the State Library
DQ	Directors' Questionnaire as used in this study
ECLA	Eastern Connecticut Library Association
ECSC	Eastern Connecticut State College, Willimantic
ESEA	Elementary and Secondary Education Act
HAML	Hartford Area Music Libraries
HEA	Higher Education Act
ILC	Interlibrary Loan Center
LSCA	Library Services and Construction Act
NARES	Northeastern Area Regional Educational Services
NECRPA	Northeastern Connecticut Regional Planning Agency
NELINET	New England Library Information Network
OCLC	Ohio College Library Center
QVCC	Quinebaug Valley Community College, Danielson
SAT	Scholastic Aptitude Tests
Swap Group	Groups of public libraries in Windham/Tolland Counties who meet regularly in area public libraries to "swap" books and ideas
UConn	University of Connecticut, Storrs
UQ	Library Users' Questionnaire in this study
WASPS	Windham Area Superintendents of Schools
WATS	Wide Area Telephone Service
WLSC	Willimantic Library Service Center
WRPA	Windham Regional Planning Agency



APPENDIX H: BIBLIOGRAPHY

The most valuable sources for our report and recommendations were the user and directors' questionnaires, the statistical surveys, materials checklists, and the interviews which we generated in the course of the survey. More informally, conversations, letters, memos, and dozens of telephone calls with people at the State Library, the Willimantic Library Service Center, the Northeastern Connecticut Regional Planning Agency, the Windham Regional Planning Agency, members of the Governing Board of CLSU3, and countless area librarians yielded much information. Virtually everyone opened their files to us, and libraries let us borrow many things we needed, or sent us photocopies.

Rather than list general works on intertype library cooperation, we refer the reader to the excellent annotated bibliography found in:

Multitype Library Cooperation. New York; Bowker, 1977.

The most recent account of current interlibrary cooperative projects is The ASLA Report on Interlibrary Cooperation, 2nd ed. Chicago: ALA, 1978.

NATIONAL, STATE, REGIONAL AND LOCAL DOCUMENTS AS THEY RELATE TO CLSU3

American Association of School Librarians, Media Programs: District and School. Chicago: ALA, 1975.

American Library Association, Guidelines for Audiovisual Materials and Services in Public Libraries. Chicago: ALA, 1970.

_____, Interim Standards for Public Libraries. Chicago: ALA, 1967.

Capitol Region Council of Governments, Data Profile of the Capitol Region. Hartford: CRCOG, 1977.

Connecticut. State. Register and Manual 1977. Hartford: 1977.

Connecticut. State, Department of Education. Digest of Education Statistics 1977. Hartford: State Department of Education, 1977.

Connecticut. State Library. Films in the Connecticut State Library Collection. Hartford: Connecticut State Library, 1977.

Connecticut. State Library. Division of Library Development. Library Service Center, Willimantic. "Proposed Constitution and By-Laws of the Advisory Board, as Amended". Willimantic, 1978.

Connecticut Council of Economic Advisers. Annual Report 1977. Hartford: 1977.

Connecticut Education Directory. Hartford: Connecticut State Department of Education, 1977.

Connecticut Occupational Outlook 1974 - 1985. Hartford: Connecticut Labor Department, 1977?

Connecticut Public Expenditure Council, Local Public School Expenses and State Aid in Connecticut: School Years 1972 - 1973 Through 1976 - 1977. Hartford: CPEC, 1978.

_____, Taxpayers News, V. 29, no. 9 (Nov. - Dec. 1977). Hartford: CPEC, 1977.

Dailey, Wayne, An Analysis of Mental Health Needs in Eastern Connecticut. Norwich: Eastern Connecticut Regional Health Board, 1977. Valuable chiefly for methodology and socioeconomic data for much of Windham and Tolland Counties.

Gallup Organization of America, Inc., The Role of Libraries in America. Gallup Organization, 1975.

Jones, Virginia, An Analysis of the State Law Libraries Grant Program. Hartford: Office of Fiscal Analysis, Joint Committee on Legislative Management, 1976.

Nelson Associates, Inc. Library Service in the Capitol Region of Connecticut. New York: Nelson Associates, 1968.

New York. State. Education Department. Planning Guide ESEA IV-B. Albany: State Education Department, 1977?

Northeastern Connecticut Regional Planning Agency, Industrial Survey. Brooklyn: 1976.

Northeastern Connecticut Regional Survey. Cambridge, Mass.: Richard A. Gardiner and Assoc., 1969. Has comments on previous regional planning in the area.

Roberts, Don, Film and Audiovisual Services in Connecticut - An Evaluation: Preliminary Report. 1977.

Services for Youth: A Connecticut Directory. Hartford: Connecticut Department of Children and Youth Services, 1975.

U.S. Bureau of the Census. Census of Governments, 1967. Vol. 7: State Reports, No. 7: Connecticut. Washington, D.C.: USGPO, 1970.

U.S. Bureau of the Census. Census of Population, 1970 General Social and Economic Characteristics. Final Report PC(1)-C8: Connecticut. Washington, D.C.: USGPO, 1972.

University of Connecticut. Center for Instructional Media and Technology. The University of Connecticut Instructional Films. Storrs, CMT, 1976.

University of Connecticut. Library, Storrs. "Automated Information Services." Storrs, 1977.

_____, A Guide to the University of Connecticut Library, Storrs. Storrs, 1975.

_____, Library Services for Public Borrowers." Storrs, 1974.

van der Lyke, Barbara, "The History of the Willimantic Library Service Center 1961 - 1978." Willimantic, 1978. (typescript)

Windham Area Community Action Program, Social Indicators Profile: WACAP Service Area. Danielson: WACAP, 1977.

Windham Regional Planning Agency, State of the Region 1977. Willimantic: WRPA 1977.

Wright, Edward, Connecticut Library Survey. Hartford: State Board of Education, 1948.

Yulo, Frank, Educational Service Centers in Connecticut. Hartford: Connecticut State Department of Education, 1977.

Zottola, Armand, A Final Report on a Survey of the Manpower Training Needs of Connecticut Business and Industry....Hartford: Connecticut State Board of Education, 1976?

APPENDIX I: PEOPLE INTERVIEWED IN-PERSON OR BY TELEPHONE

- | | |
|--|--|
| Ms. Roberta Adzima, Librarian,
Ellington High School | Ms. Carolyn Cooper, Coordinator of
Project Connect, NARES |
| Miss Mariellen Baxter, Librarian,
Thompson Public Library | Ms. Evelyn Dal Pian, Librarian,
Stafford High School |
| Mr. M. Beausoleil, Librarian,
Brooklyn Correctional Facility | Ms. Nini Davis, Librarian,
Pomfret School |
| Mrs. Millicent Beausoleil, Librarian,
Putnam Public Library | Ms. Shirley Davis, Librarian,
E. J. Smith High School |
| Ms. M. Phyllis Belair, Librarian,
Willimantic Public Library | Mrs. Shirley DeFosse, Librarian,
Central Village Public Library |
| Ms. Leslie Berman, Department of
Planning and Research,
Connecticut State Library | Mrs. Harriet Drobiarz, Librarian,
Aldrich Free Library |
| Mr. John Billard, Director of
Instructional Media, Connecticut
State Department of Education | Ms. Mary Edwards, Librarian,
Willington Public Library and
Hall Memorial School |
| Ms. Rita Braswell, Librarian,
Mansfield Free Library | Mr. Robert Ellsworth, Principal,
Hampton Consolidated Schools |
| Mr. Charles Boster, Executive Director,
Northeastern Connecticut Regional
Planning Agency | Ms. Jeanne Ford, Librarian,
Douglas Library Assn. |
| Mr. J. Ronald Brown, Librarian,
Windham High School | Mrs. Claire French, Librarian,
Sterling Public Library |
| Miss Ann Bumstead, Children's Librarian,
Willimantic Public Library | Mr. Oscar Guilbault, Librarian,
Rockville Public Library |
| Mr. William Byrne, Media Services,
Windham High School | Mr. Oliver Hayes, Director,
J. Eugene Smith Library, ECSC |
| Ms. Priscilla Cady, Librarian,
May Memorial Library | Mr. Jon Hedu, Jr., Regional Planner,
Northeastern Connecticut
Regional Planning Agency |
| Mr. Leo Campbell, Librarian,
Putnam High School | Ms. Faith Hektoen, Children's Services,
Connecticut State Library |

- Ms. Margaret Hemphill, Senior Planner, Windham Regional Planning Agency
- Mrs. Lillian Henry, Librarian, Brooklyn Public Library
- Mr. Walter Izbicki, Librarian, Bracken Memorial Library
- Mrs. Joan Jensen, Head, Reference Department, UConn
- Mr. Vince Juliano, Adult Services, Connecticut State Library
- Ms. Patricia Kolosowski, Coordinator, Southeastern Connecticut Film Service
- Ms. Carol Lange, Librarian, Coventry Public Schools
- Mr. William Layng, Librarian, Rockville High School
- Ms. Rebecca Lehman, Librarian, Booth and Dimock Memorial Library
- Mrs. Connie McCarthy, Film Service, Connecticut State Library
- Mr. John P. McDonald, Director of University Libraries, UConn
- Ms. Eleanor Malmfeldt, Librarian, Mansfield Middle School
- Mr. Samuel Molod, Associate State Librarian, Connecticut State Library
- Mrs. Jody Newmyer, Chairperson, Governing Board of CLSU3
- Mrs. Mavis Normington, Librarian, Bugbee Memorial Library
- Ms. Betty Norris, Librarian, Tolland Middle School
- Ms. Louise Oliver, Librarian, Plainfield High School
- Mrs. Margaret Orloske, Reference Librarian, ECLA
- Mrs. Cecilia Otto, Librarian, Union Free Public Library
- Mrs. Patricia Owens, Asst. Director, WLSC
- Mrs. Dorothy Porter, Librarian, West Woodstock Public Library
- Mrs. Myrna Riquier, Librarian, Rogers Corporation
- Mr. Richard Roberts, Librarian, Babcock Library and Putnam Law Library
- Sr. Mary Roy, Librarian, Annhurst
- Mrs. Dency Sargent, Executive Director, Capitol Region Library Council
- Ms. June Shapiro, Asst. Director, Division of Library Development, Connecticut State Library
- Mrs. Vivian Shortreed, Librarian, QVCC
- Ms. Doris Silva, Librarian, Windham Area Hospital
- Dr. Phillip J. Sleeman, Director, CIMT, UConn
- Mrs. Royal E. Smith, Librarian, Abington Social Library
- Ms. Noreen Steele, Librarian, Saxton B. Little Memorial Library
- Mrs. Nora Stevens, Library Coordinator, Mansfield Schools
- Mr. Norman D. Stevens, University Librarian, UConn

Ms. Shirley Sullivan, Librarian,
Brooklyn Public Schools

Mrs. Barbara van der Lyke,
Director, WLSC

Mr. James Weigel, Librarian,
Killingly Junior High School

Mr. David Weill, Long Range Planning
Consultant, Connecticut State
Library; also Assoc. Executive
Director, New England Library
Board

Ms. Maureen Well, Department of Law
Libraries, Connecticut State
Library

Mrs. Susanne Zschock, Librarian,
Stafford Public Library

APPENDIX J: MEETINGS HELD AND PERSONS ATTENDING

In the course of the study there were four general meetings, in addition to the interviews, where interested people could meet the Survey Team, and ask questions or bring up points for discussion. These were as follows:

(Abbreviations: P = Public, L = Library, H = High, J = Junior, E = Elementary, S = School)

1. Date: Jan, 24, 1978 Place: Danielson Group: Swap Group plus invited guests

Attendees:

<u>Name</u>	<u>Institution</u>
Mariellen Baxter	Thompson P.L.
Susanne Zschock	Stafford P.L.
Margaret Orloske	ECLA
Patricia Owens	WLSC
Dorothy Porter	West Woodstock P.L.
Elaine Lachapelle	Woodstock P.S.L.
Alice Bastik	Thompson P.L.
Juliette Eddy	Thompson P.L.
Millicent Beausoleil	Putnam P.L.
Mary Brumbaugh	Putnam P.L.
Oliver Hayes	ECSC
Nini Davis	Pomfret S.L.
Joy Daentl	Rectory S.
Leo Campbell	Putnam H.S.
Eunice Fuller	Fletcher Memorial L.
Sr. Mary Roy	Annhurst
Ethelyn Francis	Aldrich Free P.L.
Shirley DeFosse	Central Village P.L.
Harriet Drobiarz	Aldrich Free P.L.
Dorothy Smith	Abington Social L.
Betty Erskine	Abington Social L.
Susan Phillips	Pomfret L.
Wellington French	Sterling L.
Mark Lolatte	Sterling P.S. System
Mary-Lou Smith	Sterling Memorial S.
Mavis Normington	Bugbee Memorial L.
Joanne Gorman	Bugbee Memorial L.
Deborah Canavan	Bugbee Memorial L.

Eileen Chillers
 Norma Cahill
 Claire French
 Richard Roberts
 Drew Wetzel
 Marge Norton
 Vivian Shortreed
 Patricia Boyd
 Jane Babbitt
 Rita Braswell
 Becky Lehmann
 Joan Jensen
 Jeanne Swanson
 Marge Hockla
 Jody Newmyer
 Vince Juliano

Chaplin E.S.L.
 Chaplin P.L.
 Sterling P.L.
 Babcock L./Putnam Law L.
 Babcock L.
 Babcock L.
 QVCL
 Mansfield L.
 Town Council - Mansfield
 Mansfield L.
 Booth-Dimock L.
 UConn
 Mansfield L.
 Mansfield L.
 ECSC
 Connecticut State L.

2. Date: March 6, 1978 Place: Coventry Group: Tolland County School
Librarians

Attendees:

<u>Name</u>	<u>Institution</u>
Eleanor Malmfeldt	Mansfield Middle S.
Eileen Chillers	Chaplin E.S.
Evelyn Dal Pian	Stafford H.S.
Carol Lange	Coventry H.S.
Hazel Smith	H.W. Porter H.S.
William Layng	Rockville H.S.
Irene Bacon	Ashford E.S.
C. Roberta Adzima	Ellington H.S.
Shirley Davis	E.O. Smith S.

3. Date: March 7, 1978 Place: Brooklyn Group: Windham County School
Librarians

Attendees:

<u>Name</u>	<u>Institution</u>
Muriel Lucas	Eastford E.S.
Mary Palmer	Cramer Middle S.
Louise Oliver	Plainfield H.S.
Nini Davis	Pomfret S.

Marilyn Kucharski
 Patricia Mainville
 Joy Daentl
 Elaine Lachapelle
 Shirley Sullivan
 James Weigel

Killingly H.S.
 Killingly Central S.
 Rectory S.
 Wookstock P.S.L.
 Brooklyn J.H.S.
 Killingly J.H.S.

4. Date: March 9, 1978 Place: Willimantic Group: WLSC Advisory Board

Attendees:

<u>Name</u>	<u>Institution</u>
Pearl Lai	Rogers Corporation
Hazel Smith	H.W. Porter H.S.
Claire French	Sterling P.L.
Nini Davis	Pomfret S.L.
Mariellen Baxter	Thompson P.L.
Theresa Puckalo	Helen Baldwin S.
Betty Coderre	Helen Baldwin S.
Vivian Shortreed	QVCC
Drew Wetzel	Babcock L.
John Billard	State Department of Education
James Weigel	Killingly J.H.S.
John Jackson	Manchester P.L.
Oscar Guilbault	Rockville P.L.
Millicent Beausoleil	Putnam P.L.
Charles Nicholson	Andover Town L.
Nora Stevens	Mansfield Schools
Lois Archer	Pomfret L.
M. Phyllis Belair	Willimantic P.L.
Ann Bumstead	Willimantic P.L.
Sally Randall	Jonathan Trumball S.
Melvin Lincoln	Windham Central S.
Shirley Davis	E.O. Smith S.
Mavis Normington	Bugbee Memorial L.
Richard Roberts	Babcock L./Putnam Law L.
Dorothy Miller	Legislator - 55th District
Samuel Molod	State Library
Sen. Audrey Beck	State Senator - 29th District
June Shapiro	State Library
Oliver Hayes	ECSC
Patricia Owens	WLSC
Barbara van der Lyke	WLSC
Margaret Orloske	ECLA
Jody Newmyer	ECSC/CLSUS
Sr. Mary Roy	Annhurst
Joan Jensen	UConn

APPENDIX K: ERRATA

- On page 36, line 12; for "rererence" read: reference.
On page 40, line 4; for "Greenwhich" read: Greenwich.
On page 41, line 5; for "use of resource center" read: use of a resource center.
On page 43, line 19; for "Yale Law Journal" read: Yale Law Journal.
On page 68, line 4; for "Physics Abstricts" read: Physics Abstracts.
On page 71, line 21; for "sections" read: section.
On page 90, line 7; for "preffered" read: preferred.
On page 97, line 15; for "it" read: is.
On page 103, lines 10 and 22; for "perceieved" read: perceived.
On page 144, line 8; for "Quinebuag" read: Quinebaug.
On page 144, line 22; for "overestimated" read: overstressed.
On page 159, line 9; for "af" read: of.
On page 164, line 10 (last word); for "has" read: had.
On page 169, line 21; for "passed spring 1978" read: passed in Spring 1978.
On page 197, line 19; for "as to not to have" read: as not to have.
On page 211, line 12; for "inquires" read: inquiries.
On page 230, line 12; for "date" read: data.
On page 267, line 4, for "Connnecticut" read: Connecticut.
On page 274, line 28, (right side); for "Trumball" read: Trumbull.